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# The Canadian Spanish Program

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TEACHER'S EDITION



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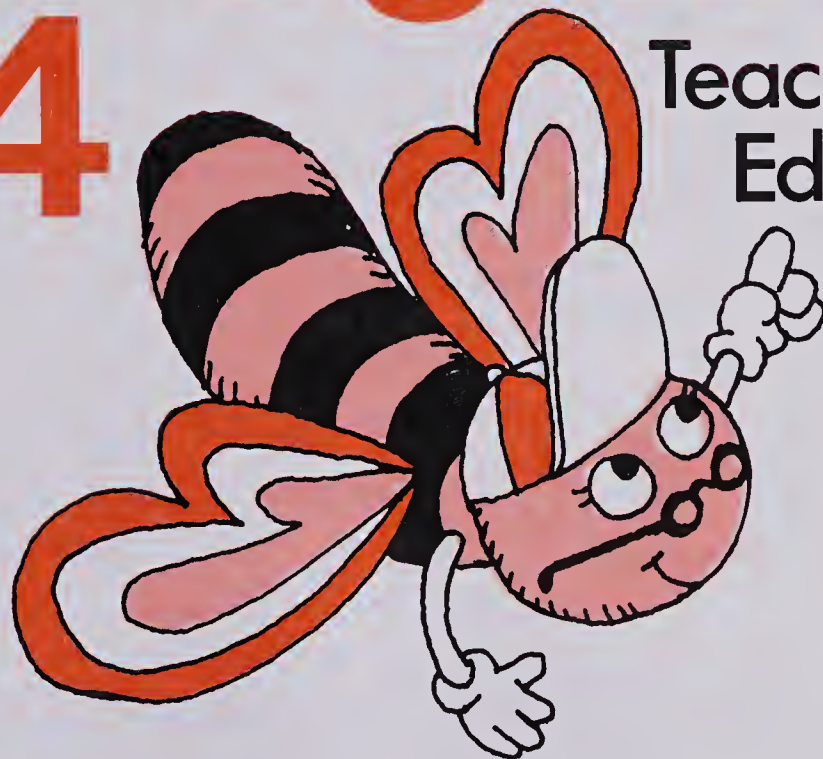


# The Canadian Spelling Program

Ves Thomas  
Carl Braun

4

Teacher's  
Edition



**gage** PUBLISHING LIMITED  
Toronto • Vancouver • Calgary • Montreal

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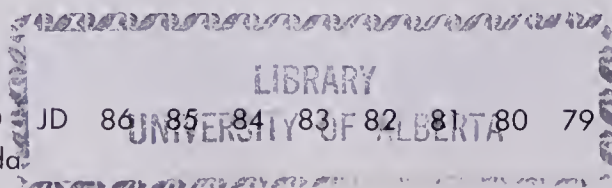
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ISBN 0-7715-1615-0

1 2 3 4 5 6 7 8 9 10 JD 86 85 84 83 82 81 80 79

Written, printed and bound in Canada.





## PROGRAM FEATURES

- complete, fully-sequenced Canadian spelling program for Grades 2-8
- based on nationwide research study of words used by Canadian children and adults
- word lists determined by computer analysis of words most frequently used in writing
- systematic reintroduction of most commonly misspelled words
- selection of list words for each grade based on actual usage at that age
- eclectic approach combining general linguistic principles with individual word study in direct and incidental learning
- sequenced unit organization to allow individualized learning within structured system of instruction
- instructional techniques in accord with research findings on how children learn to spell
- use of pretest as diagnostic tool
- strategies to develop skills in self-diagnosis and self-correction of errors
- proofreading practice to help pupils recognize and correct misspellings
- application of spelling skills in a variety of written contexts
- transfer of spelling skills to writing in other subject areas
- study helps and techniques built right into program
- review units for reassessment and for reinforcement of spelling generalizations
- special units centred on specific themes—in Grade 2, holiday festivals; in Grade 3, the seasons; in Grade 4, special words for Measurement, TV, Sports, and Travel; in Grades 5 and 6, words from the content areas of the curriculum
- appealing illustrations to create interest and to provide exercise variety
- type and page layout designed for easy reading and completion of exercises



## BASIC ASSUMPTIONS

1. Spelling is an essential aspect of writing, which continues to be an important means of communication in our society and in the instructional programs of our schools.
2. Learning to spell the English language is a challenging task requiring time and effort. Instructional techniques that apply the results of linguistic research in spelling to the way children learn will make the task easier for both teacher and pupil.
3. A research-based core of high-utility words that accounts for over 95 per cent of the words used in children's and adults' writing is a practical and logical basis for a spelling program. From this basis the program can be individualized by supplementary words specific to a child's needs and interests.
4. Presentation of words in list form focuses attention on the spelling of specified words.
5. Continual and systematic reintroduction of problem words as part of regular word lists yields better spelling results than singling out such words for special attention.
6. Learning list words is not in itself a sufficient test of spelling ability. The real measure is the correct spelling of words in an individual's written work. Instructional strategies must include the transfer of basic spelling skills to writing in context.
7. Knowledge of sound-symbol relationships is essential. However, overemphasis on the learning of "rules" is of limited value in improving spelling ability, since there are few rules that can be applied with adequate consistency. Whatever rules are of practical value should be learned inductively.



8. Spelling instruction should provide opportunities to focus on particular oral and visual aspects of words. The degree of oral-visual intensification in instruction will vary with the type of word and the learner.
9. The pretest-study-test sequence is the most effective approach to organizing spelling instruction toward individualized goals.
10. The self-corrected test, under the direction and supervision of the teacher, increases the possibility of successful study of spelling words. Analysis of spelling errors provides both the teacher and the pupil with valuable diagnostic information. Analysis of errors must be followed with a variety of study helps to accommodate a variety of learning styles.
11. A system of individual record-keeping provides necessary feedback to the learner and the teacher. This serves as a constant reinforcer for directing attention to the pupil's individual needs and leads to self-responsibility for spelling growth.
12. Proofreading to recognize and correct spelling errors is an essential writing skill. Planned proofreading practice in the instructional setting will help pupils to recognize misspellings.
13. The ultimate goal is self-diagnosis and self-correction of spelling errors. The development of a spelling consciousness and a positive attitude toward spelling will help the learner achieve this goal.



## PURPOSE

This totally new series is designed to provide a complete, fully-sequenced Canadian spelling program for Grades 2-8. The content, approach, and methodology are based on the results of accumulated research.

- The content of the program is based on the results of an extensive study of the words most frequently used in written work by Canadian children and adults.
- The eclectic approach combines individual word study and systematic instruction based on linguistic research.
- The methodology comprises a variety of effective instructional techniques developed in accord with the results of research into how children learn to spell.

## GOALS

1. Children will learn to spell the words they are most likely to use in their day-to-day activities as well as the words they are most likely to write as adults.
2. Children will develop strategies for learning and retaining the spelling of words.
3. Children will apply spelling skills in a variety of writing contexts and transfer these skills to writing needs in other subject areas.
4. Children will learn self-analysis and self-correction skills through the development of a spelling consciousness.
5. Children will develop a positive attitude toward spelling and a sense of achievement in their own spelling ability.

## OBJECTIVES

Objectives for each unit are outlined in the *Teacher's Edition* for each grade. See also the "Scope and Sequence Chart" on pages 30-31.



## RESEARCH BASIS FOR THE CANADIAN SPELLING PROGRAM

1. Pilot study by Thomas, 1972
  - sample — children's compositions
  - test area — Province of Alberta
  - reported in *Teaching Spelling*, 1974, by Ves Thomas (Gage)
2. Research study by Thomas and Braun, 1976
  - reported in *Teaching Spelling, Second Edition*, 1979 (Gage)
  - sample — compositions written by children and adults
  - test area — nationwide — ten provinces of Canada
  - total sample — over 52 000 compositions
  - scope of research — random sample of approximately 8000 compositions selected from total sample
  - method of research — compositions in random sample analysed for frequency of word usage in writing and frequency of error in spelling
  - method of tabulation — results of computer analysis of children's compositions, on a grade-by-grade and province-by-province basis, combined with results from adult writing sample to determine overlaps
  - results of research — core list of 3000 most frequently used words, of which 360 identified as most frequently misspelled
3. Analysis of Word Usage in 1976 Research Study
  - total word count — 623 573 words
  - number of individual words — 17 237 different words
  - frequency of usage of individual words:

<i>Numbers of Individual Words</i>	<i>Percentage of Total Word Count</i>
50	49%
100	59%
200	69%
500	80%
1000	87%
1500	90%
2000	92%
2500	94%
3000	95%

- percentages for word groupings are consistent with previous research findings, but actual words within each grouping show significant change

#### 4. Conclusions of 1976 Research Study

- A spelling program based on the 3000 words most frequently used in writing by Canadian children and adults will provide pupils with 95 per cent of the words they will need for their immediate and adult written work.
- A systematic reintroduction of the 360 most commonly misspelled high-utility words will reduce the frequency of spelling errors.

## ORGANIZATION OF WORD LISTS

### Word Lists for Grades 2-6

The grade sequencing of the 3000 core words is based totally on an analysis of actual word usage. The principle underlying the sequencing is: *usage of incidentally acquired words is an indication of spelling readiness*. Thus, words used spontaneously in written work in a preceding grade are placed for systematic spelling instruction in the following grade.

- The list words in the spelling program for Grade 2 are based on the words children use most frequently in their writing at the end of Grade 1.
- The list words for Grade 3 are based on words written most frequently at the end of Grade 2.
- The list words for Grades 4, 5, and 6 are based on frequency of written usage at the end of Grades 3, 4, and 5.

### Word Lists for Grades 7-8

The word lists in Grades 7-8 are predominantly based on those words most frequently used by adults in their own written work.



## Word Selection for Units

The allocation of specific words to particular units was based on several criteria:

- A certain number of words in each unit was selected to provide a specific focus — a sound-symbol relationship, a word-structure pattern, a spelling generalization, or a theme — and to enable pupils to make adequate associations between spelling patterns and example words.
- Some unit words were selected to illustrate exceptions to a spelling generalization.
- Some unit words were selected to review and reinforce a spelling pattern introduced in a previous unit.
- Unit lists were organized in a progression of increasing difficulty — from regular phoneme-grapheme relationships to less regular patterns.
- Words with irregular spelling patterns were distributed throughout the units, to avoid overburdening the later units with word difficulties.

## Word Repetition in Unit Lists

In addition to sequencing and allocating the 3000 core words to specific grades and units, the organization of the word lists included the repetition of the 360 most frequently misspelled high-utility words. These were distributed throughout the program by grade sequence and unit allocation.

## Numbers of List Words by Grade

Grade	Units	Words per Unit	New Words	Repeated Words	Total Words
2	30	10	300	Nil	300
3	30	12	300	60	360
4	30	14	360	60	420
5	30	16	420	60	480
6	30	18	480	60	540
7	30	20	540	60	600
8	30	22	600	60	660
			<hr/> 3000	<hr/> 360	

## PROGRAM STRUCTURE: UNITS

The thirty-six units in each grade of the spelling program are organized into unit sets. Each unit set consists of five regular units followed by a review unit. In Grades 2-6 there are four supplementary special units.

### Regular Units

- New words are presented in unit lists.
- Grades 3-8, two repeat words from the previous grade are included in each unit list.
- Repeat words are those most-commonly misspelled, which are reintroduced for additional attention.
- This systematic reintroduction of problem words as part of regular unit lists is more effective in reducing frequency of misspelling than presenting these words in special lists.

### Review Units

- These units serve a double function: reassessment of spelling achievement and extra study of words in preceding five units that may not have been fully learned.
- Exercises in review units are designed to reinforce the spelling generalizations of the preceding five units.
- The focus of attention is on words that contain phonological or visual difficulties.

### Special Units

- These supplementary units provide variety and develop an interest in words.
- The focus in these units is on special words associated with specific themes.
- In Grade 2, the focus is on festival words for Hallowe'en, Christmas, Valentine's Day, and Easter.
- In Grade 3, the focus is on words for the four seasons.
- In Grade 4, the units focus on words for Measurement, TV, Sports, and Travel.
- In Grades 5 and 6, the units focus on words from the content areas of Math, Science, Geography, and Social Studies.



## UNIT STRUCTURE: SEQUENCES

The units are structured in a sequence that allows the maximum possibility of individualized instruction.

### 1. Pretest

- The purpose of the pretest is *diagnostic* — to identify those words a pupil already knows how to spell. This allows each individual pupil to focus on particular problem words.
- By examining their own spelling, pupils develop a spelling consciousness.
- By identifying the reasons for misspellings, pupils develop skills in self-analysis of errors.
- By correcting their own errors, pupils can see the correct form beside their personal misspelling and focus attention on the correct form. This kind of discrimination learning intensifies correct spelling.

### 2. Study Helps

- The focus of attention is on selected phonological and visual features of words.
- Activities and exercises are designed to help students with words diagnosed as problem words in the pretest. These include both misspelled list words and those spelled correctly but with some doubt or hesitation.
- Activities and exercises can be selected to suit individual pupil needs.
- Study techniques are built into the exercises and activities.
- The “Remember” section of the “Study Helps” sequence summarizes the spelling generalization highlighted in the unit.

### **3. Extending Your Spelling Skills**

- This sequence promotes spelling ability by using words in a variety of writing contexts — sentences, verses, dictation, and proofreading.
- To help pupils develop a writing vocabulary, emphasis is placed on adding other words to unit list words.
- Activities and exercises are designed to intensify the instruction in the core lessons and to extend skills to include new words so that pupils can apply spelling skills more effectively in their own written work.
- Activities and exercises are designed to help pupils integrate word meaning and spelling skill.
- Activities and exercises are provided to help pupils transfer spelling skills to writing in other subject areas.
- Fun-type exercises are designed for individual practice, team activity, or class participation.
- Proofreading activities provide practice in recognizing and correcting misspellings as a practical application of learning to spell.

### **4. Unit Test**

- The final sequence serves as both assessment and reinforcement. It provides an accountability measure for pupils who studied their problem words and an additional reinforcement for those who wrote the words correctly on the pretest.
- Self-correction, as on the pretest, helps pupils develop self-responsibility for spelling growth.
- Record-keeping of test results provides important feed-back for pupils and teacher.



# SEQUENCE STRUCTURE

## Pretest

### 1. Preparatory Explanation

If pupils are unfamiliar with the pretest, the teacher should discuss the purpose and procedure. It should be made clear to the class that this is *not* a test to *measure* what they know but a way of *helping each pupil to learn* which words he or she already knows so that each, individually, can concentrate energy on problem words.

### 2. Dictation of List Words

- List words are to be dictated before pupils have studied them.
- Dictation atmosphere should be relaxed but quiet, so that all pupils can hear without straining.
- Each word should be pronounced clearly and then used in a sentence to reduce the possibility of pupils' perceiving the word wrongly, and then pronounced again.
- After all the word has been pronounced the second time, pupils should be encouraged to say it quietly to themselves before they write it.
- After all the list words have been dictated, pupils should check their own words and write their misspelled words in their individual spelling records.
- The booklet *My Spelling Record* provides pages for Pretests.

### 3. Record of Spelling Errors

Regular and accurate record-keeping is an important factor in learning to spell.

A record of spelling errors serves many valuable functions.

- It helps pupils to diagnose their own spelling problems.
- It helps pupils to develop skills in self-analysis of errors.
- It raises spelling consciousness.
- It encourages self-responsibility for spelling growth.
- It provides important feedback for teacher and pupil.
- It helps the teacher individualize instruction.

The following record form is suggested for recording errors made on the pretest. Copies of this form are available in the booklet *My Spelling Record*, available from Gage Educational Publishing Limited.

## My Pretest Record

PRETEST WORDS			MISSPELLING PROBLEMS					
Unit	List Word	My Misspelling	I left out one or more letters	I added one or more letters	I misspelled a part that has a regular spelling	I misspelled a part that has an irregular spelling	I didn't pronounce the word correctly	My hand-writing was not clear

### How to Use the Personal Spelling Record

- *Pupils* write the correct form of the misspelled list word in the column "List Word."
- *Pupils* write their misspelling in the column "My Misspelling." The side-by-side placing of correct spelling and personal misspelling has been proved to be a most effective method for focussing attention on the correct form. Spelling success depends, to a large extent, on learning **discrimination skills**. Seeing a comparison between a positive example and a negative example is the basis of discrimination learning.
- *Pupils* analyse each misspelling to determine why a mistake was made, and put a check mark in the appropriate column.
- *Teachers* will have to guide pupils closely at the beginning of the term to ensure that they learn to record and analyse their misspellings accurately. The growth of a spelling consciousness and the development of self-responsibility in their pupils will more than repay these efforts.
- *Teachers* should examine pupils' spelling records on a regular basis to get diagnostic information that will help them individualize extra help.



#### 4. Record of Spelling Progress

A record of correct spellings serves as a measure of achievement and a positive reinforcement for successful effort.

- Both pretest and unit test scores should be recorded.
- Teachers and pupils should both maintain a continual and alert awareness of spelling progress.
- To facilitate a steady progress check, a chart similar to the sample below is included in the *My Spelling Record* booklet.

**My Progress Chart**

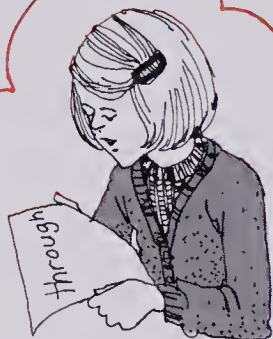
Number of Words Right	Units														
	1	2	3	4	5	7	8	9	10	11	13	14	15	(to Unit 35)	
14															
13															
12															
11															
10															
9															
8															
7															
6															
5															
4															

Note that each Unit column is divided with a dotted line into two parts—one for the pretest score and one for the unit test score. In the sample above, in Unit 1, the pupil had 13 words correct on the pretest and 14 on the unit test. In Unit 2, he/she scored 14 on each test.

For the Progress Chart, have pupils use different colors to record their scores; for example, red, for the pretest and blue for the unit test.

## Study Helps

- The activities and exercises in this sequence are intended primarily for pupils who had difficulty with the words on the pretest. Pupils who had all the words correct and who are confident they know how to spell each list word should proceed directly to the “Extending Your Spelling Skills” section.
- The primary emphasis in the exercises is on helping pupils to look carefully at the letters that spell list words.
- Pupils should concentrate their effort on exercises that focus on the words they spelled incorrectly, or were unsure of, on the pretest.
- Teachers will be able to individualize the use of “Study Helps” more effectively if they examine the pupils’ spelling records regularly. This will show them the types of spelling errors each child makes and should indicate, therefore, the special help needed.
- All pupils should be taught an efficient study method. The five-step study method outlined on page 5 of the pupil’s book is referred to often in the “Study Helps” sections.



6. The word **through** may need some careful study.

**Look** closely at the word all by itself.

t h r o u g h

**Say** it to yourself.

Think how it is used: “We ran through the trees.”

Now **cover** the word, and **write** it.

Uncover the word and **check** your spelling.

If you were wrong, look very carefully at the part that gave you the most trouble. Go through the steps again.

Write a sentence with through.

### Looking Back

1. Check the list of words that you misspelled in Units 7 — 11.

For each word in your list:

- (1) Say the word.
- (2) Decide whether the word is spelled differently from the way it sounds. For example: jail is spelled the way it sounds; friend has an unexpected letter.
- (3) Write all the words that are spelled differently from the way they sound.
- (4) Use the LOOK SAY COVER WRITE CHECK steps to study these words.
- (5) Write each word that you find particularly hard on a separate card. Study it by sliding a blank card over it as you did in Unit 10.



## Sound-symbol Relationships

Accurate pronunciation, clear enunciation of words, and the recognition of the sequence of sounds in words are of utmost importance in spelling. Spelling proceeds from the sound of the word to the written representation of the sounds. The primary focus in the "Study Helps" sections, therefore, is on sound-symbol relationships.

Teachers should emphasize not only the importance of correct pronunciation and clear enunciation, but also the necessity for the recognition of sounds within the words and the sequence of sounds.

Sounds of words are emphasized by the use of dictionary pronunciations. Pupils are introduced to the symbols used in dictionary pronunciations, and learn the difference, in many words, of pronunciation and spelling.

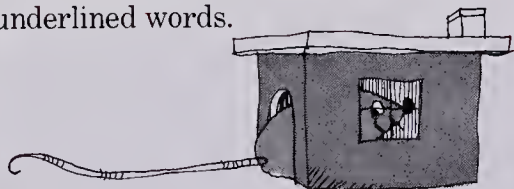
1. Read this sentence. Listen for /ō/ in the underlined words.



Roses grow beside the road that leads to his home.

How is /ō/ spelled in grow and road?  
Notice that in home, /ō/ is spelled "o-consonant-e."

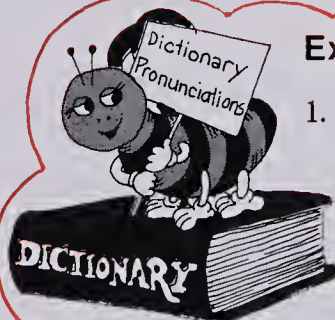
3. Read this rhyme. Listen for the vowel sound in the underlined words.



What vowel sound do you hear in the underlined words? How is it spelled? Write the words. Circle the letters that spell /i/.

4. Some list words are written in pronunciation symbols. Use the pronunciation symbols to say the words. Then write them as they are spelled.

(hok' ē)	(hō tel')	(dong' kē)
(wēks)	(stōl)	(mun' ē)
(biz' ē)	(kof' ē)	



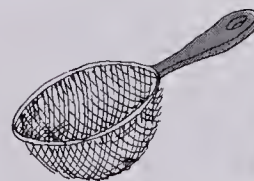
### Extending Your Spelling Skills

1. A dictionary will help you to find out how to pronounce a word. The pronunciation of each entry word in a dictionary is shown in brackets right after the entry word. Each sound in a word has its own symbol, like this:

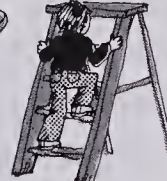
head (bēd)

Look at each picture and the pronunciation of the picture word. Say each word. Find the word in the list at the left and write each picture word with its right spelling.

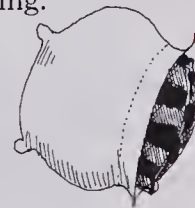
**climb** (klīm) go up; to climb a hill, to climb a ladder.  
**sieve** (siv) a utensil having holes that let liquids and smaller pieces pass through, but not the larger pieces: *Shaking flour through a sieve breaks up lumps.*  
**stuff** (stuf) what a thing is made of, material: *She bought some white stuff for curtains.*  
**talk** (tok or tōk) 1 use words; speak: *Baby is learning to talk.* 2 use in speaking: *Can you talk French?*  
**watch** (woch) a device for telling time, small enough to be carried in a pocket or worn on the wrist.  
**yacht** (yot) a boat for pleasure trips or for racing.



(siv)



(klīm)



(stuf)



(yot)



(woch)



(tok)

## Sound or Structure Highlights

The "Study Helps" of each unit include exercises that focus on a particular sound-symbol relationship or on a structure element. The element being highlighted is listed in the Contents and serves as a "title" for each unit.

However, it must be emphasized that not all words in the unit list contain the featured element. Pupils will be more alert to each list word if the words do not all follow a pattern.

# 10

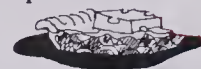
dream  
please  
leave  
chief  
piece  
believe  
sheep  
creek  
sleeping  
bet  
wet  
yard  
friend  
they



1. Read this sentence. Look at the underlined words.

She eats a piece of cheese with her pie.

What vowel sound do you hear in the underlined words?



Notice how /ē/ is spelled in the underlined words.

Write the word in which /ē/ is spelled ea.

Write the word in which /ē/ is spelled ee.

Write the word in which /ē/ is spelled ie.

Write the word in which /ē/ is spelled e.

2. Copy this chart in your book.  
Look at the word list. Say all the ee, ie, and ea words.  
Write the words under the correct headings in the chart.

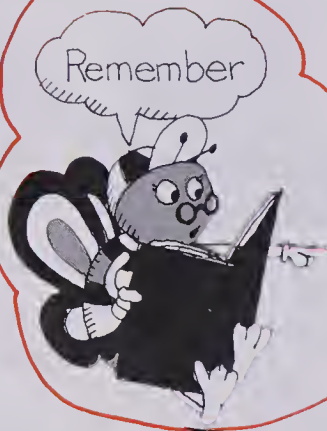
/ē/		
ee	ea	ie

Which ie word did not fit in the chart?

## Remember

This special feature at the end of "Study Helps" in most units is a statement of the spelling generalization highlighted in this unit.

It is not intended that these statements be memorized, but merely discussed with pupils.



/ē/ can be spelled **ea** as in **dream**  
can be spelled **ee** as in **sheep**  
can be spelled **ie** as in **chief**



*Compound words* are formed by joining two base words.



## Rhyme

This technique is used frequently to help students to proceed from the sound of words to the written representation.

At first, the technique of rhyme is used to help pupils to recognize regular spelling patterns and to realize that they can spell many other words than the list words.

But pupils must learn also that rhyme depends on the *sound* of the word and that not all rhyming words are spelled in the same way. Exercises help pupils to recognize, and to use, these variant spellings.

4. Complete each rhyme with a list word.  
Write the rhymes in your book.

I cannot guess  
Where you got that \_\_\_\_\_.



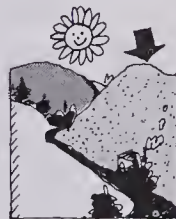
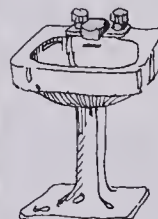
2. Write the list words that rhyme with:

→ bent nest ← wet

What vowel sound do you hear in all these words?

What letter spells this sound?

2. Remember that rhyming parts of words sound the same but may have different spellings.  
Write at least one list word that rhymes with each of these picture words.



## Word Structure

The structure of words forms an important part of the “Study Helps” sequence. Syllables, compound words, contractions, plurals, base words, and endings in inflected forms are taught in Books 2 and 3.

## Syllables

Saying a word in ‘parts’ or syllables helps pupils to concentrate on the sequence of sounds in each part and thus helps in spelling. Pupils need also to recognize that the vowel sounds in unstressed syllables often sound the same but are spelled with any of the vowel letters. They learn to look carefully at the vowel letters in unstressed syllables.

Remember



3. Say the word  
How many syllables are there? Write minute in syllables.  
What vowel sound do you hear in the second syllable?  
Circle the second syllable. Notice how it is spelled.

Saying words in syllables can help you to spell them.



## Compound Words

The emphasis is on both meaning and spelling.

3. Write as many compound words as you can by joining each of the words in the box with the word beside it.

some

times how  
one where  
body thing



sun

lamp fish  
rise burn  
flower shine

## Contractions

Pupils must remember that the apostrophe is an element of spelling.

1. Read this verse. Look at the underlined words.

It's a lovely day,  
So what's the delay?  
Don't you want to come with us?  
Come on, we'll take a bus.



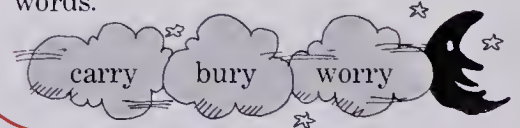
Each underlined word is a *contraction*.

## Base Words and Endings

Pupils are introduced to inflected forms and are taught to recognize changes in the spelling of some base words when endings or suffixes are added.

1. Say the word **driving**.  
Write its base word.  
Add the ending **ing** to the base word.  
How did you change the base word before you added the ending?  
Write the base words of these words.  
**standing decided living waited tired**

2. Write the word **marry**.  
Add the **ed** ending to **marry**.  
How did you change the base word before you added the ending?  
Add the endings **ed** and **ing** to each of these words.



## Plurals

Pupils are taught that most plurals are formed with the letter **s**, but there are exceptions (lunch — lunches; baby — babies).

2. Say and write these words.



Write the base word for each.

Notice that you add **es** to these base words to write the plural forms.

How many syllables are there in the plural forms?

Do they have the same number of syllables as the base words?

## Extending Your Spelling Skills

This sequence in each unit extends spelling skills in a variety of situations:

- writing sentences, stories, verses
- dictation exercises
- proofreading someone else's writing
- puzzles and other "fun" activities
- exercises that extend and apply generalizations
- exercises that emphasize word meaning
- activities related to general subject areas
- learning to use the dictionary.

4. Answer each question in a sentence.  
In your answer use the word in brackets.
1. Where has the teacher gone? (across)
  2. What happened to my bike? (broken)
  3. Why was the floor so hard? (rocks)
  4. How did they see the world? (plane)
  5. How did the accident happen? (drove)
- Proofread your sentences for spelling, punctuation and capitalization.

### Writing

The purpose of any spelling program must be to help pupils spell correctly in all written work.

Learning to spell words in lists is not an end in itself. Pupils must remember the correct spelling of those words in their own personal writing.

Pupils are, therefore, provided with situations that promote the writing of the newly learned words in connected discourse.

This writing also provides the vehicle for practice of proofreading skills.

2. Do you daydream?  
Complete each of these daydreams with one or two sentences of your own.

If my dream came true ...

I saw myself as chief ...

Suddenly, all the stones in the creek turned ...



Proofread your sentences for spelling, punctuation and capitalization.

7. Read these sentences. Add some sentences of your own to write a short story.



The movie was sad.  
I wished the son had lived.

Proofread your story.  
Use the dictionary to check any spelling you're not sure about.



## Dictation

Dictation provides a situation in which pupils write words in sentences, or paragraphs, or verses. Because the content of the writing is provided and dictated by the teacher, pupils can concentrate on their spelling skills and on other skills, such as the use of punctuation and legible handwriting.

The material for dictation is in the pupil book. Therefore, after writing, pupils should be encouraged to proofread their own work and then check both writing *and* proofreading by comparing with the book.

This also affords the teacher an excellent opportunity to determine whether, in fact, pupils are learning how to recognize spelling errors in their own writing.



5. Your teacher will dictate these sentences:

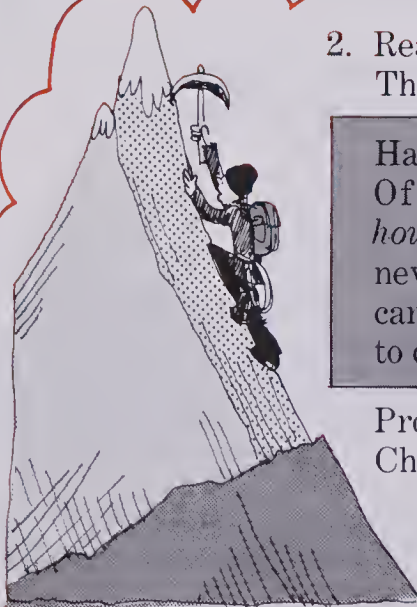
1. Will you be ready early?
2. They wouldn't build a house in such weather.
3. Where is heaven?
4. The plane was hidden by the clouds.
5. Take off your suit if you're hot.
6. He ate a full meal and took a rest.
7. They're dead because they had nothing to eat.

Proofread your sentences for spelling and punctuation.

2. Your teacher will dictate these sentences.

1. You were told to bring your bat.
2. We swam past the safe places.
3. If you wait, you will be late.
4. Bobby is saying that he needs some paint, nails, and paper.

Proofread your sentences for spelling and punctuation.



2. Read this paragraph.

Then your teacher will dictate it to you.

Have you ever wanted to climb a mountain? Of course, someone would have to teach you *how* to be a good climber. Climbers must never forget the safety rules. They should care about other people. Others must be able to count on them and turn to them for help.

Proofread your paragraph with the book.  
Check all punctuation and spelling.

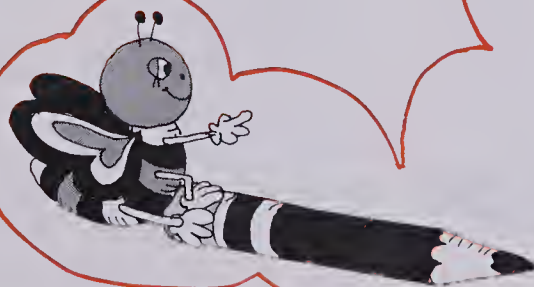


## Proofreading

Pupils are constantly being exhorted to "proofread your writing," yet rarely are they provided with practice in proofreading, under teacher supervision. The *Canadian Spelling Program* provides situations in which pupils can practise proofreading.

In order to remove a personal threat, the writing with incorrect spelling is always presented by the "feature character" of each book. In Grade 4, all writing for the proofreading exercises has purportedly been done by "Spelling Bee."

It is important, especially in the beginning, that the teacher help pupils with these exercises. Pupils should be asked first of all to read the writing. If they fail to recognize a word, they should understand that this may be a clue to a misspelling. Most, if not all, of the words used in these writings should be in pupils' reading vocabularies, and a spelling different from what they are used to seeing in reading may interrupt the reading. Pupils then recognize that the interruption is caused by the strange "look" of the word.



6. Proofread Spelling Bee's sentences.  
Rewrite the sentences that had mistakes.

*We were glad to find them slife  
and well.  
They took their bikes on the hike.  
He ran thru the door as fast  
as he could.  
We waited til our friends arrived.  
I think I would like to learn to  
drive.*

How many sentences did you rewrite?  
Check your sentences for spelling.

5. Spelling Bee is writing again!  
This is just Spelling Bee's story beginning.  
Help Spelling Bee proofread.  
Rewrite it correctly in your notebook.

*My uncl met a cuple in that  
bilding. They were very intresting!  
They had purpel hair and long,  
long, long fingers and toes. They  
were very toll. And they new  
everything! They could anser  
every question. Who ... who...  
were ... they?*

Who do you think they were? What  
happened?  
Do you think everyone would think they were  
interesting?

Write your own ending for this story.

Pupils should examine each misspelled word carefully (as they do with their own misspellings on the pretests). The word should then be written with the correct spelling on the chalkboard and in pupils' exercise books.

Often the exercise directions will instruct pupils to "Rewrite Spelling Bee's story. Be sure to spell all words correctly." The teacher must decide whether all pupils will profit from this type of "copying." For some pupils, it will be beneficial in helping them to "overlearn" the spelling of many often-used words.

### Word Meaning

Many exercises in "Extending Your Spelling Skills" relate to word meaning. The emphasis may be on the meaning of words individually or words in sentences.

The exercises may ask pupils to write a list word that fits the meaning of a sentence, or to put scrambled words in correct sentence order, or to fit a word to its meaning.



2. Read Spelling Bee's story. Find all the spelling mistakes. Then rewrite the story. Be sure to spell all the words correctly.

*My dog was barrking and barrking. I said to Mom, "Something is the mater because Rover is too smart to bark at nothing." Mom looked out of the window. She was shocked to see a little bear kub-siting in the sand behind our rain barell. We watched the kub. Soon the kub's mother came and gave him a slap. He ran around the barell and dashed off into the woods.*



Check your sentences for spelling.

5. Replace each underlined word or words with a list word that has a similar meaning.
  1. They stood near the fire.
  2. The ship was broken up in the gale.
  3. His face turned pale when he heard the news.
  4. She put on a witch's costume.
  5. Has somebody taken my pencil?

2. Match these meanings with list words. (One list word will be used twice—don't be fooled!)

1. a place were travellers can stay
2. a stubborn person
3. coins and paper bills used to buy or sell something
4. having lots to do
5. an animal that looks something like a horse
6. a dark-brown drink

If you're not sure that you have matched a word with the right meaning, check in the *Mini-Dictionary* at the back of this book.





## Using the Dictionary

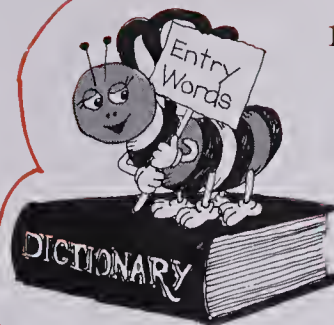
Beginning in Grade 4, lessons in using the dictionary are introduced. These short lessons serve to remind pupils of features of a dictionary that aid them in their writing.

Pupils are reminded what entry words are, how word pronunciations are given, how to use the dictionary for word meaning.

Of course, these lessons are very short in a spelling book. They in no way constitute a complete program in teaching the dictionary. Teachers will supplement these with many other lessons and opportunities for using the dictionary.

A "Mini-Dictionary" is included at the back of each book in Grades 4-8. Most of the list words are included, and some additional words that are used in specific exercises. Pupils should be encouraged to use the *Mini-Dictionary* to check the meanings of unfamiliar list words, to check pronunciations and syllabication, and so on.

The Pronunciation Key and the entries in the *Mini-Dictionary* are excerpted from the *Canadian Junior Dictionary*, Gage, 1977. This dictionary has a special section at the beginning that is designed to teach pupils how to use a dictionary. This section could be used as a program in teaching dictionary skills.



1. A *dictionary* is a book that tells you many things about words. It tells you the meanings of words and how to say and spell the words. The words that are listed in a dictionary are called *entry words*.

All the entry words are listed in *alphabetical order*.

Write the list words in alphabetical order.

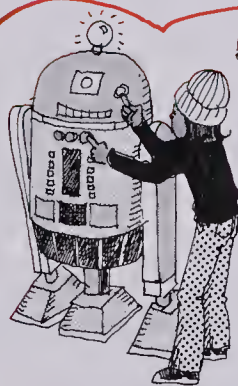
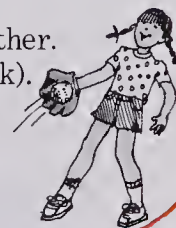
Remember: When words start with the same letters, use the second or third letters to put the words in alphabetical order. For example: paint comes before paper, because a comes before e in the alphabet.



1. A dictionary helps you to pronounce words. Remember, in a dictionary pronunciation, each symbol stands for one sound. Sometimes the pronunciation symbols are different from the letters in the word.

In the following sentences, some words are written in pronunciation symbols. Write the words the way you spell them. You can check your spelling in the *Mini-Dictionary* at the back of this book.

I gave a (rōz) to my mother.  
My shirt is bright (pingk).  
She (kot) the (bol).  
He (sez) he'll wait.  
We (stād) home.



5. Read these sentences. Find the underlined words in the *Mini-Dictionary* at the back of the book. For each word, write the meaning that fits the sentence.
  1. She pushed the buttons to start the machine.
  2. The children bought two new fish tanks.
  3. The family loved their home in the bush.
  4. Jan and Min put a cherry on top of each pudding.



## Extending Generalizations

Pupils need to recognize that they can spell many more words than those in the spelling lists.

Exercises in "Extending Your Spelling Skills" help pupils to use spelling generalizations in writing "new" words.

## Puzzles and Fun-type Activities

These activities are included to add variety and to extend and enrich pupils' vocabulary and writing skills.

All pupils, including those who spend more time on "Study Helps," should have the opportunity to complete these "fun" activities. Many of them are suitable for group discussion or pupil-team activity.

3. Write as many words as you can that rhyme with these pairs of words.

cage and page

stove and drove

takes and brakes

locks and rocks

mane and plane

where and pear

pail and jail

pen and then

1	2	3	4	5
a	b	c	d	e

6	7	8	9	10
f	g	h	i	j

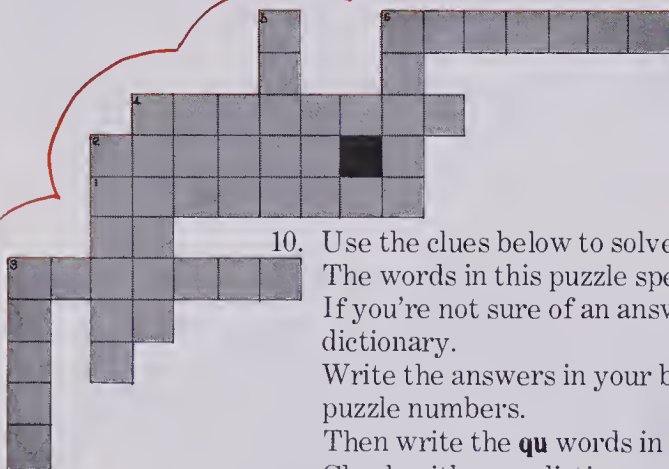
11	12	13	14	15
k	l	m	n	o

16	17	18	19	20
p	q	r	s	t

21	22	23	24	25
u	v	w	x	y

3. Some words in the sentences below are written in a code. Use the number code to write the words.

- Our dog is 19 + 13 + 1 + 18 + 20 because it doesn't 2 + 1 + 18 + 11 during our 1 + 18 + 20 lesson.
- Their 16 + 1 + 18 + 18 + 15 + 20 is red and green and blue.
- We gave the rabbit our 3 + 1 + 18 + 18 + 15 + 20.
- The wall was covered with black 13 + 1 + 18 + 11 + 19.



10. Use the clues below to solve this puzzle. The words in this puzzle spell /kw/ with **qu**. If you're not sure of an answer, look in your dictionary. Write the answers in your book, using the puzzle numbers. Then write the **qu** words in alphabetical order. Check with your dictionary.

### Across

- opposite of answer
- a sudden rain storm
- twenty-five cents
- a small, bushy-tailed animal
- a fight with words

### Down

- a kind of vegetable
- fast
- It has four equal sides.
- a cover for a bed
- opposite of a king

8. Find the metric words in this puzzle. Write them in your notebook.

k	i	l	o	m	e	t	r	e
i	x	k	d	l	f	o	c	b
l	i	t	r	e	j	n	q	u
o	v	w	a	x	e	n	a	r
g	r	a	m	j	m	e	p	t
r	s	v	e	e	r	r	a	d
a	l	k	t	u	c	z	c	v
m	i	t	r	e	e	i	k	w
n	d	c	e	l	s	i	u	s

## Unit Test

This is the final step in the instructional sequence—the culmination of the unit. It is a positive reinforcement for pupils who spelled the words correctly on the pretest as well as an accountability measure for pupils who misspelled words and have spent time studying the problem words.

1. The total unit word list should be dictated to *all* pupils regardless of the number of words they had correct on the pretest.  
It is recommended that the words be dictated in a different order from the list in the book, which was the order used in the pretest.
2. Pupils should mark their own tests, as in the pretest procedure.  
Depending on the maturity and skill of the students, the self-correction can be done by writing a word at a time on the chalkboard, by spelling each word orally, or by having pupils use the word lists in their own books.
3. Teachers should supervise the self-correction closely, not only to ensure that pupils are not overlooking their own errors, but to observe and note the kinds of errors pupils are still making.  
This diagnosis helps the teacher to give special help to individual pupils or to create small special-help groups.
4. Pupils should record the unit test score on “My Progress Chart,” in their Spelling Record booklets. (See page 15.)
5. Words misspelled on the unit test should be recorded on the page “My Problem Words” in *My Spelling Record* books or in a special section of the pupil’s notebook. These words become the focus for special study and testing in the *Looking Back* units.

## LOOKING BACK

Each sixth unit in the pupil books is a review unit.

1. Review units help pupils to:
  - recall and review the major learnings of the previous five units.
  - reassess their spelling achievement in the previous five units.
  - restudy words that caused special problems in the previous five units.
2. *All* pupils should study the *Looking Back* units, even though some had little difficulty with the words in the regular units. There are two reasons for this recommendation:
  - The regular units require pupils to look at only a few words; for long-term retention of spelling, it is important that pupils work with a longer list periodically.
  - For long-term retention, a skill must be “overlearned”; these *Looking Back* units provide the practice necessary for over-learning.
3. In the *Looking Back* units, pupils are given another opportunity to restudy their problem words. They are reminded again to use the five-step study method with these words.
4. Although no test is specifically called for in the pupil book, many teachers will want to give a review test on the words of the previous five units.

If this plan is followed, it is recommended that the teacher choose only a representative sampling of the words from the units. It is unwise to subject young children to a test of fifty or sixty words.
5. Review tests should be used as achievement reinforcement for the students and as diagnostic tools for the teacher.

Teachers will likely want to correct this review test themselves, to see exactly where individual pupils continue to have problems. Such problem areas should be treated immediately with reteaching and extra practice. This will again reassure pupils that tests serve as learning experiences rather than threatening ones.



## Special Units

In Grade 4, four special units are included:

Words for Measurement  
TV Words  
Sports Words  
Travel Words

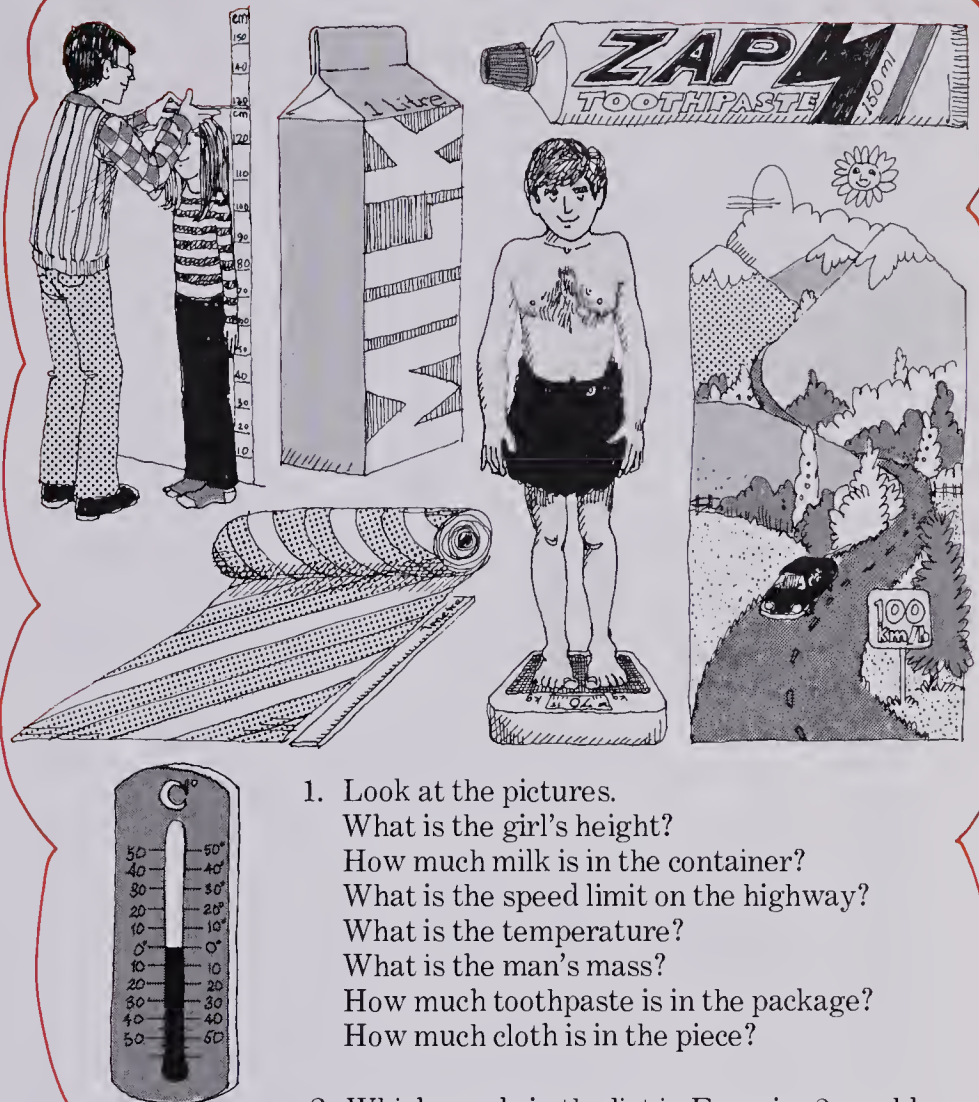
These units can be completed at any time. They may fit into particular units in Language Arts, Math, or Social Studies. They may be completed independently by students individually or in pairs. They may serve as models for collecting and studying words that relate to particular topics or curriculum areas.

Many teachers have helped pupils to become conscious of words in all subject areas (and the importance of learning to spell them correctly) by encouraging pupils to keep special notebooks with sections designated as Math Words, Social Studies Words, Science Words, Fun Words, and so on. Pupils then use these notebooks not only as references for spelling but as a sort of "Thesaurus" to find words they need to use in their writing.


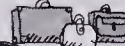




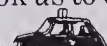
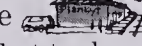



2. Here are some TV words that you often hear. Have a classmate dictate them to you. Listen carefully to each word. Check your spelling with the book.

channel	television	camera	screen
telecast	microphone	actor	announcer
station	antenna	video	cartoon
studio	program	audio	commercial

### Words for Measurement



- Look at the pictures.  
What is the girl's height?  
How much milk is in the container?  
What is the speed limit on the highway?  
What is the temperature?  
What is the man's mass?  
How much toothpaste is in the package?  
How much cloth is in the piece?
- Which words in the list in Exercise 3 would you use to measure each of these?  
volume length mass time temperature

6. Read this short story. Rewrite it and replace the pictures with travel words.
- We arrived at the  at nine o'clock in the morning. We checked our  and got on the . The  told us to fasten our seat belts. We arrived in Plankyt two hours later. A  took us to our . The next morning, a  took us to the . We caught the  that took us to Smarkin. Then we had to take a  across the lake to Uncle Bob's island. Finally we had to get on Uncle Bob's  to go to his cabin. What a trip!

<input checked="" type="checkbox"/>	Concept taught
<input checked="" type="checkbox"/>	Review
<input checked="" type="checkbox"/>	Informal Treatment







A Teacher's Edition is provided for each pupil book in *The Canadian Spelling Program*.

*The Teacher's Edition* contains

- an overview of the program in the Introduction.
- reduced pupil pages with answers to the exercises. The answers are in a second color for the teacher's convenience.
- a statement of the general and particular objectives for each unit.
- a variety of general and specific teaching suggestions for each unit.

These teaching suggestions are not intended to be exhaustive; they are included as *suggestions* or as *extra information* to be used by the teacher in planning teaching strategy.

## Unit 1

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To hear, identify and discriminate the vowel sounds: /a/ as in cat, /e/ as in ten and /i/ as in hill.
- To relate the vowel sounds to their common spelling patterns: /a/ — a, /e/ — e, /i/ — i.

### Pretest

For general information concerning the pretest, see page 13 of the Introduction. See also pages 14—15 for suggestions for record forms that you may wish the pupils to use.

Emphasize with the pupils that the pretest is intended solely to help them identify which words they already know how to spell and which ones they will have to study. It is essential to maintain a non-threatening atmosphere by assuring the pupils constantly that no penalties will be attached to the results of the test. Tell the pupils just to do their best and that you do not expect them (at this point) to know how to spell every word.

Explain to the class that during the pretest you will dictate a word, use it in a sentence, and then repeat the word. Ask pupils to listen carefully and wait until you have pronounced the word for the second time before they begin to write. Stress the importance of listening carefully to the sequence of sounds in each word and of con-

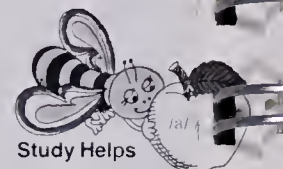
34

## 1

apple  
plants  
dress  
sent  
hid  
rich  
sit  
bath  
able  
miss  
stick  
star  
had  
first

### Pretest

How many words did you get right?  
In your spelling record, list the words you found hard to spell.  
Look carefully at the words you misspelled.  
Where did you make an error?



### Study Helps

1. Read this sentence aloud.  
You can have an apple.  
Say the words that have the sound /a/.  
What letter spells /a/?  
Say and write the list word.  
In each word, circle the letter a.
2. Read this sentence.  
When did the ten me...  
Say the words that have the sound /e/.  
What letter spells /e/?  
Say and write the list word.
3. Read this sentence.  
Miss Bliss hid the stick in the...  
Say the words that have the sound /i/.  
What letter spells /i/?  
Say and write the list word.  
In each word, circle the letter i.
4. Say and write the word able.  
What is the beginning vowel sound?  
Underline the letter a.  
Say and write the word apple.  
What is the beginning vowel sound?  
Underline the letter a. In this word, what sound does the letter a spell?

considering which letter(s) spell(s) each sound as they write each word.

Sentences for the pretest procedure are given for your convenience.

### Dictation

Would you like to have an apple?  
We bought these plants today.  
Please wear your blue dress.  
The doctor sent the medicine by airmail.  
The monkeys hid in the tree tops.  
He is rich enough to pay for us.  
Please sit in the front row.  
The dog needed a bath after his walk with us.

Will you hide the book?  
I'd hate to miss it.  
He broke his stick.  
She told me the name of the star.  
Alpha Centauri.  
This time I missed.  
Shall we go?

As soon as you finish the dictation, have the pupils find errors in the words. Encourage them to help themselves.

Have pupils work. (See the rationale for this activity.)

The success of a program is dependent on the teacher's knowledge, individual teaching style, and enthusiasm in presenting that program to the students.

## How to Study Your Words

You will already know how to spell some of the words in this book, but there might be some words that are hard for you. You will have to study these words carefully.

When you need to study a word, use these steps:

1. Look at the word, letter by letter, from beginning to end.
2. Say the word to yourself and listen carefully to the sounds.
3. Cover the word.
4. Write the word.
5. Check the spelling, letter by letter, with the word in the list.

If you make a mistake, notice where it is.

Did you leave out or add a letter? Was your pronunciation of the word clear? Did you misspell a part that has a regular or irregular spelling? Was your handwriting neat and clear?

Now do all the steps over again with the same word.

### Symbols

Look at these symbols: /a/ /ē/ /ä/+/r/ /k/. Symbols like these will be used in every unit. These symbols stand for sounds. For example, the symbol /a/ stands for the vowel sound you hear at the beginning of the word **apple**.

The vowel sound /a/ is spelled with the letter a.

Read the whole of page 5 with the pupils. Tell them that they should refer to the steps in "How to Study a Word" whenever they want to learn and to remember the spelling of a word.

Be particularly careful and thorough in the explanation of the sound symbol (/ /) that will be used throughout this book. Try to ensure that pupils understand that the symbol /e/, for example, always stands for the same *spoken sound*, although it may be represented by different *written letters*, such as **e**, as in bed, or **ea**, as in bread.

## Unit 1

### Objective

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### Enabling Objectives

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### Pretest

For general information concerning the pretest, see page 13 of the Introduction. See also pages 14—15 for suggestions for record forms that you may wish the pupils to use.

Emphasize with the pupils that the pretest is intended solely to help them identify which words they already know how to spell and which ones they will have to study. It is essential to maintain a non-threatening atmosphere by assuring the pupils constantly that no penalties will be attached to the results of the test. Tell the pupils just to do their best and that you do not expect them (at this point) to know how to spell every word.

Explain to the class that during the pretest you will dictate a word, use it in a sentence, and then repeat the word. Ask pupils to listen carefully and wait until you have pronounced the word for the second time before they begin to write. Stress the importance of listening carefully to the sequence of sounds in each word and of con-

# 1

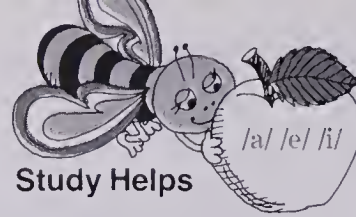
apple  
plants  
dress  
sent  
hid  
rich  
sit  
bath  
able  
miss  
stick  
star  
had  
first

### Pretest

How many words did you get right?

In your spelling record, list the words you found hard to spell.

Look carefully at the words you misspelled. Where did you make an error?



### Study Helps

1. Read this sentence aloud.  
You can have an apple after your bath.  
Say the words that have the vowel sound /a/.  
What letter spells /a/? **a**  
Say and write the list words that have /a/.  
In each word, circle the letter that spells /a/.
2. Read this sentence aloud.  
When did the ten men go west?  
Say the words that have the vowel sound /e/.  
What letter spells /e/? **e**  
Say and write the list words that have /e/.
3. Read this sentence aloud.  
Miss Bliss hid the stick in the shed.  
Say the words that have the vowel sound /i/.  
What letter spells /i/? **i**  
Say and write the list words in which you hear /i/. hid rich sit miss stick  
In each word, circle the letter that spells /i/.
4. Say and write the word able.  
What is the beginning vowel sound? /ā/  
Underline the letter that spells /ā/. able  
Say and write the other list word that begins with the letter a. In this word, what vowel sound does the letter a spell? /a/



sidering which letter(s) spell(s) each sound as they write each word.

Sentences for the pretest procedure are given for your convenience.

### Dictation

Would you like to have an apple?  
We bought these plants today.  
Please wear your blue dress.  
The doctor sent the medicine by airmail.  
The monkeys hid in the tree tops.  
He is rich enough to pay for us.  
Please sit in the front row.  
The dog needed a bath after his walk with us.

Will you be able to help us?  
I'd hate to miss that game.  
He broke his stick on the ice.  
She told me that the star is called Alpha Centauri.  
This time I had a room of my own.  
Shall we eat first or start now?

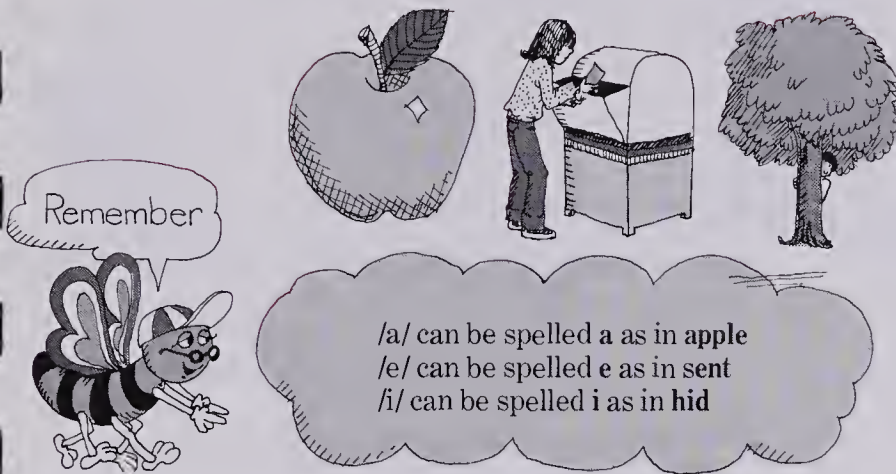
As soon as you have completed the dictation have the pupils look over the words they wrote to try to find errors in spelling or writing. Encourage them to say each word to themselves as they proofread their work.

Have pupils check their own work. (See the Introduction for the rationale for this procedure.)



5. Look at the word *dress*. Say it.  
What consonant sound do you hear at the end?  
Write the word *dress*.  
Notice that /s/ is spelled with two letters—ss.  
This spelling is called a *double consonant*.  
Write the other two list words that have double consonants. *apple miss*
6. Say and write the word *stick*.  
What two sounds do you hear at the beginning? /st/  
What two letters spell these sounds? st  
Letters like st in a word are called *consonant blends*.  
Say and write the word *sent*. Where do you hear a consonant blend in this word? Say and write the other list words that have consonant blends. *plants dress star first*  
Circle the consonant blend letters.

At the end  
of the word



7

## Study Helps

Although these exercises are primarily designed for pupils who had difficulties on the pretest, it is advisable to have all pupils complete these exercises for the first six units. This approach will familiarize pupils with the symbols, vocabulary, and exercise patterns used throughout the text, enabling them to work more independently later.

Review the terms *vowel* and *consonant*.

Establish the distinction between *vowel sound* and *vowel letter*, and between *consonant sound* and *consonant letter*.

Remind pupils that the symbol / / will always represent a *sound* or *sounds*.

*Exercises 1, 2 and 3:* Do these exercises with the whole class. Use a strong auditory approach and ensure that pupils enunciate very clearly and that their pronunciation conforms to acceptable standards. Encourage pupils to listen to one another's enunciation, as well as pronunciation, as you elicit oral responses from various pupils.

Children whose native tongue is other than English may have difficulty in identifying or distinguishing those sounds that do not occur or are not functionally contrastive in their original language. Such children will need extra work in auditory discrimination.

As in all exercises, make sure the pupils check the spelling of the words they write.

Write each word on the chalkboard and say it. Have the pupils check by making a careful comparison of the word they wrote with the one on the chalkboard. Write one word at a time and erase it before you proceed to the next word. Some pupils may need personal assistance in checking their words and examining their errors.

In each unit, check particularly pupils' ability to spell the last two words in the list. These are words of high-utility that were in earlier grade lists. Research has shown, however, that these words are consistently misspelled at every

grade level. Two such words are included in each unit list. They should be regarded as part of the spelling list to ensure that pupils do learn to spell them.

Take time to assist pupils in recording their pretest results on the suggested forms or in a similar manner in a section of each child's notebook. (Refer to the following sections of the Introduction: "Record of Spelling Errors," "How to Use the Personal Spelling Record" and "Record of Spelling Progress," pages 13-15.)

**Exercise 4:** This exercise will help to identify any pupils who have failed to grasp the distinction between vowel *sound* and vowel *letter*; the two list words able and apple illustrate the use of the same vowel letter *a* to spell the vowel sounds /ā/ and /a/.

**Exercise 5:** Some pupils could make a chart of base words ending in a double consonant for display in the classroom. That this spelling pattern is generally restricted to words ending in /s/ and /l/, should soon become apparent.

**Exercise 6:** Most pupils should have no difficulty in hearing and articulating initial consonant blends. They may have some trouble with medial or final blends since in these positions the second element is often lost, especially in rapid speech. For this reason, have the pupils say the word send and ask them to identify the last sound. Follow up by testing them with similar words, hand, mind, print, paint, help, milk, etc. Once the pupils can hear, say and spell final blends, test them on medial blends in such words as sending, milker, printed. Have them say the words and identify the two consonant sounds in the middle of each word.

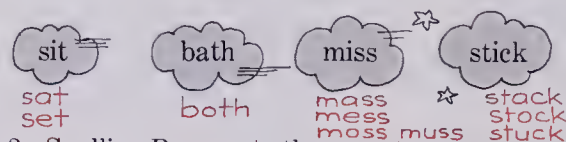
**Remember:** Encourage pupils to formulate the generalizations in their own words, then read the "Remember" section with them and compare their generalizations with those of the book.

## Extending Your Spelling Skills

For the general objectives of this section of the unit, read the relevant section of the Introduction, pages 22-27. Once the pupils are familiar with the different types of activity found here, they can be assigned to work independently on all or parts of the section. However, in these first units, it is advisable to work through all the exercises with all pupils.

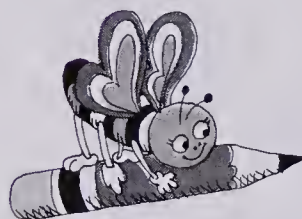
## Extending Your Spelling Skills

- Use each of the clues below to write a list word.
  - the opposite of last *first*
  - something that shines in the sky *star*
  - a piece of wood *stick*
  - the opposite of stand *sit*
  - having much money *rich*
  - a fruit *apple*
- Write another word by changing the vowel letter in each of these words. For example:  
hid—had



- Spelling Bee wrote these sentences. Can you find Spelling Bee's mistakes in spelling?

Write the sentences correctly.



1. She likes to have an <sup>apple</sup> appel for lunch.  
2. He was <sup>first</sup> frist in the line.  
3. I do not like to <sup>miss</sup> mus school.  
4. She had a <sup>bath</sup> bathe before she put on her new dress.  
5. Did you <sup>stick</sup> stik a stamp on the letter?

**Exercise 1:** Some pupils may need to have the concept clue explained to them. Since this type of exercise recurs frequently, make sure that pupils understand clearly.

**Exercise 2:** The aim of this exercise is to generalize a consonant pattern over several words. Although only one new word is asked for, explore all the possible vowel variations in each given word. For example: miss—mass, mess, moss, muss.



4. Complete each rhyme with a list word.  
Write the rhymes in your book.

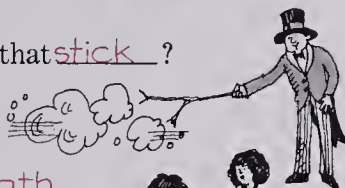
I cannot guess  
Where you got that dress.



I looked at the star  
While sitting in my car.



What's the trick  
You're playing with that stick?



Please have your bath  
After you finish your math.



5. Find a list word that means the opposite of the underlined word in each of these sentences. Rewrite the sentences using the list words.

1. Ted received a letter. sent
2. Anna showed her puzzle. hid
3. Will Betty catch the ball? miss
4. The baby can stand on the chair. sit

### Unit Test

How many words did you get right on this test? Be sure to record your score.

If any pupils have difficulties, present pairs of words: good/bad, up/down, clean/dirty. Ask pupils to tell how the words are related. If they know the relationship but not the name for it, supply the word opposites. If they have difficulties, give other pairs until the concept is grasped. Check by giving one word and asking for the opposite.

### Unit Test

Dictate the entire list of fourteen words to all pupils regardless of the number of errors made by each individual on the pretest. It is not necessary to use each word in a sentence. The pupils will be familiar with these words now that they have studied them. Such words as there and their will always require a context to establish their meanings and, hence, spellings.

The order of words should be changed from the original list. Ask pupils to write their words in column form in order to facilitate visual perception and self-correction.

**Exercise 3:** Review the Introduction page 24, for the purpose of the proofreading exercises. Because this is the first exercise of its kind in the book, explain the purpose to the pupils and work through the exercise with the whole group. Have the pupils read each sentence, identify the misspelled word, tell how it is misspelled, and then write each word correctly—either on the chalkboard or in their notebooks.

**Exercise 4:** Discuss with the pupils what is meant by rhyming words. Words rhyme if, and only if, their endings have the same sound, and by ending we mean a final vowel and consonant. In this exercise, the rhyming endings have the same spelling as well, but in later exercises this is not always the case.

**Exercise 5:** Make sure that all the pupils understand the concept opposite. You can check by presenting to them two possible substitutes for received, had and sent, and asking which is the opposite and why.

Have each pupil check his/her own test. Use the same procedure you used in conducting the pretest self-correction.

Help pupils to record their final results.



## Unit 2

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To hear, identify and discriminate the vowel sounds /o/ as in hot and /u/ as in hut.
- To relate the vowel sounds to their common spelling patterns: /o/—**o** and /u/—**u**.
- To hear and identify the consonant sounds /z/ and /k/.
- To relate /z/ to the possible spelling patterns: **z** as in buzz and **s** as in guns and /k/ to **c** and **ck** as in clock.
- To distinguish the homophones their and there.

### Pretest

#### Dictation

If he were my boss, I'd quit.  
Can you hop as far as I can?  
The car splashed mud all over me.  
Will you lend me your pup tent for the week-end?  
That kind of bug is a pest.  
Jan had to hunt everywhere for the entrance.  
Don't break that cup when you put away the dishes.  
My bike has to go to the shop to be fixed.  
It's my job to clean the car.  
An electric clock doesn't need to be wound.  
The hunters oiled their guns at the end of the day.  
A loud buzz came from the hollow tree.  
Your book is there on the shelf.  
They found their friends at last.

# 2

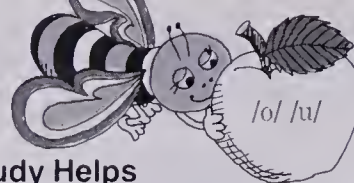
boss  
hop  
mud  
pup  
bug  
hunt  
cup  
shop  
job  
clock  
guns  
buzz  
there  
their

stop shop  
clock  
boss hop shop  
job clock

mod pup  
bug hunt  
cup guns  
buzz

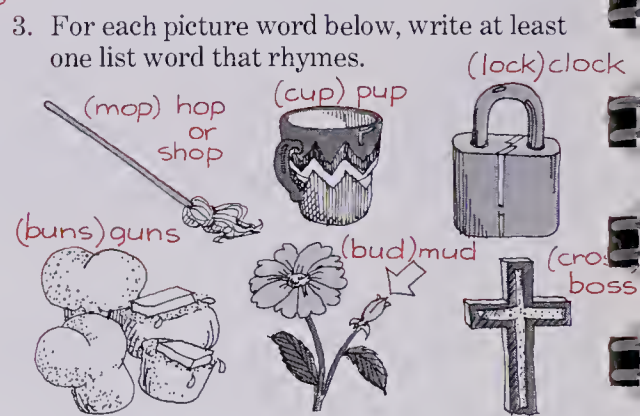
### Pretest

How many words did you get right?  
In your spelling record, list the words you found hard to spell.  
Look carefully at the words you misspelled. Where did you make an error?



### Study Helps

- Read this sentence aloud.  
They stop at the shop to buy a clock.  
Write the words that have /o/.  
What letter spells /o/? **o**  
Say and write the list words that have /o/.  
In each word, circle the letter that spells /o/.
- Read this verse aloud.  
What great fun  
To eat a bun  
Out in the sun.  
What vowel sound do you hear in the last word of each line? **/u/**  
What letter spells the vowel sound? **u**  
Say and write the list words that have /u/.  
In each word, circle the letter that spells /u/.



10

Conduct the self-correction using the same procedure as in Unit 1. Continue to stress the relationship between pronunciation and the sequence of written letters. Assist pupils in the examination of their errors and in the recording of their pretest results.

### Study Helps

The first two exercises should be completed orally in a group situation. Concentrate on accurate pronunciation and attentive listening.

**Exercise 1:** By this grade level few of the pupils will have difficulties in hearing and identifying the vowel sound /o/. They may need to be reminded that the symbol /o/ refers only to the specific vowel sound in stop.

**Exercise 2:** Dialect and non-native speakers may have trouble with /u/ since the sound may not appear in their speech; for instance, Irish and Jamaican dialects use a sound closer to /ä/, many Americans use a sound similar to /ə/, while speakers from northern England use /ü/. To attempt to make

4. Say and write the word buzz.  
What is the final sound you hear? /z/  
How is it spelled? zz  
Say and write the word guns.  
What is the final sound you hear? /z/  
How is it spelled? s  
Remember that /z/ is sometimes spelled with z  
and sometimes with s.  
Say and write the list word in which /s/ is  
spelled ss. boss



5. Say and write the word clock.  
What consonant sound do you hear at the  
beginning and end of this word? /k/  
What letter spells /k/ at the beginning? c  
What letters spell /k/ at the end? ck

6. Say the words there and their.  
Listen for the beginning sound in each word.  
We show this sound like this: /<sup>TH</sup>/   
Read these sentences. Look at the underlined  
words. How are the words spelled differently?  
Write the words. Underline the parts that are  
spelled differently. In there, it's ere. there  
In their, it's eir. their  
The ball is over there.  
Their hats are on the bed.  
Copy these sentences, and fill in the blanks  
with either there or their.  
We went over there to play.  
We played at their house.

Remember



/o/ can be spelled o as in hop  
/u/ can be spelled u as in pup

11

children change their dialect and conform to the local one is a dangerous procedure, but to alert them to difference in speech and to uniformity in spelling is useful and productive. To help such pupils to hear and identify the sound, present them with such pairs as mad/mud, pan/pun, until they can equate the vowel sound in their dialect to the spelling u.

**Exercise 3:** Review the requirements of rhyme as developed in Unit 1 and make sure that all pupils correctly identify the pictures. Check that they all understand the way the term 'picture

word' is used, since it will appear again in this text. Go through the first three or four words with the whole group and, if problems remain, complete the whole exercise.

**Exercise 4:** This exercise helps to develop the idea that sounds may be spelled in different ways. For this reason, it is necessary to have the pupils correctly identify the final consonant sound of guns. If they have problems, ask them which word in these pairs rhymes with guns, ones/once, duns/dunce; have them say guns/once, guns/dunce until they can

feel as well as hear the difference between the final /s/ and /z/.

Draw the pupils' attention to the double consonant in buzz. Ask how this word is like moss and fill. Call for other examples of /z/ spelled zz. Fuzz will probably come early; other examples are fizz, whizz and razz. (Whizz is sometimes spelled whiz especially when used colloquially as a modifier, as in "whiz kid".)

**Exercise 5:** The -ck spelling for a final /k/ is regular enough for comment. Collect from the pupils, words that rhyme with clock (lock, dock, cock, mock). Change the vowel to say clack or cluck and collect more rhyming words. Ask the pupils to suggest a generalization. Have them test their generalization by collecting words based on a different consonant-vowel-/k/ pattern, e.g. peck. Leave the consideration of the long vowel + /k/ pattern for a future time.

**Exercise 6:** Since there/their is one of the most troublesome pairs of homonyms, encourage pupils to develop their own individual means of distinguishing them. Generally speaking, they should associate their with the ownership of things, and there with places. You could suggest connecting their/they/them in one mnemonic sentence and there/where in another, such as:

They have their things with them.

It is over there where I put it.



## Extending Your Spelling Skills



1. Say the words below.  
Write a list word for each word below by changing only the vowel letter.

ship mad bag hint click  
shop mud bug hunt clock

2. Proofread Spelling Bee's sentences. Rewrite the sentences in which you found an error.

1. I can <sup>hop</sup> hope on one foot.  
2. My pup likes to hunt for bugs. <sup>their</sup>  
3. They took <sup>there</sup> there guns to the shop. <sup>buzz</sup>  
4. There is a <sup>buss</sup> buss in my clock.

Proofread the sentences you have written.

3. Use each group of words in a sentence.

Individual responses  
their hunt pup  
mud bug buzz

4. Find the words in each puzzle that have the same vowel sound as the word below the puzzle. Write the words in your notebook.

Across  
top, hot  
sob, shop  
hop, clock  
lock  
Down  
boss, pot  
job

b	t	o	p	o	j
o	o	h	o	t	o
s	o	b	t	a	b
s	h	o	p	n	o
c	l	o	c	k	r

dog

h	c	g	u	n	s
p	u	p	p	o	b
m	p	b	u	t	u
u	h	u	m	t	z
d	u	g	c	u	z

sun

Across  
guns  
pup  
but  
hum  
dug  
Down  
mu  
cup  
bug  
buzz

## Extending Your Spelling Skills

**Exercise 2:** Explain to pupils that not all Spelling Bee's sentences contain errors; like them, Spelling Bee often spells all the words correctly. Emphasize that proofreading is a skill we all need and that to acquire this skill we have first to train our eyes to spot the unusual-looking spelling patterns and then to check the patterns by referring to a dictionary or to a word list.

Some pupils may not be strong visualizers. They may have to read the words aloud to hear whether they sound right or even write the words to check whether they feel right. In every case, a pupil should be encouraged to develop the method of proofreading which is for him the most effective.

**Exercise 3:** Since this is the first composition exercise of the book, compose the first sentence as a co-operative effort of the whole group. Encourage pupils to use list words as often as they can but avoid suggesting this as a restriction. Encourage also the writing of interesting, lively and clear sentences. Remind the pupils always to proofread anything they write for spelling, capitalization and punctuation.

**Exercise 4:** Most pupils will be able to find the hidden words but some may have trouble. For these pupils you could copy the puzzle on to the chalkboard and, conducting a group activity, have individual pupils ring the appropriate words and then have them write the words in their notebooks.



5. Use the letter in the small box together with one or more letters in the larger box to spell as many words as you can. A letter can be used more than once. Write only those words that have the vowel sound at the top of each large box. *Individual responses*

/o/			
o	m	j	
t	b	p	s
s	c	l	k

Some words:  
pot top

/u/			
u	m	h	g
d	e	n	t
f	r	s	h

Some words:  
sun fun



6. Read these sentences.

I have one cup.

She has three cups.

Most words form the plural by adding s.  
Write the plural form of these words.

gun pup bug shop clock job  
*guns pups bugs shops clocks jobs*

7. Complete each rhyme with a list word.  
Write the rhymes in your notebook.

Let's toss

To see who will be boss.

You'll get a big hug

If you find the bug.



### Unit Test

How many words did you get right on this test?

Be sure to record your score.

Write any words that you misspelled in your problem word list.

13

*Exercise 7:* Complete this exercise with the whole group to make sure that all pupils can apply the concept *rhyme* in this situation.

Here are two more rhymes if you need further examples:

Why do you sob?

Don't you like your \_\_\_\_\_?

We have a playful pup.

Oops! He broke my \_\_\_\_\_.

### Unit Test

Tell pupils to listen very carefully as you dictate each word, and to say the word softly to themselves as they write it.

Self-correction should be done on a word-to-word basis as you write each word on the chalkboard. Some pupils will continue to need supervision and assistance in checking their own work and in recording their results. Have pupils compare their results on this test with those on the pretest.

*Exercise 5:* Read the directions for this exercise with pupils. Tell them that they may use any of the letters in the box anywhere in the word, and that they can make consonant blends if they need them. Suggest that they start by making as many list words as possible.

*Exercise 6:* Check to see that all pupils understand the word plural. If necessary, give more pairs of sentences until all pupils clearly understand that plural means "more than one." Mature speakers of English will have been using the plurals in speech and should have no problems. Non-native (and some dialect) speakers may need drilling. Treatment of other plural forms occurs in Units 19 and 20.

If some pupils have the same error(s) on both tests, provide some special help with the particular word(s). Try to determine whether the error has persisted because of (a) faulty or careless pronunciation; (b) inability to hear the sequence of sounds; (c) lack of knowledge of a sound-symbol relationship; or (d) failure to study the word. Make sure that the pupil is aware of the diagnosis and knows how to remedy the fault.

## Unit 3

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To hear and identify the vowel sound /ā/.
- To relate the vowel sound /ā/ to the spelling patterns: **a—consonant—e**, **ai**, and **ay**.

### Pretest

Remind pupils that the sole function of the pretest is to enable them to identify those list words that they need to study. Make sure that the dictation is presented in a relaxed, non-threatening atmosphere and that the results are not examined in such a way as to create anxiety.

### Dictation

I hate waiting for the school bus in the rain.

Do you think it will be late?

This kind of paper is better than mine.

I need smaller nails for my model.

What color shall we paint the kitchen?

It's past lunch time already.

They all swam in the school relay team.

We feel safe from harm at home.

Do you know the saying, "Better late than never"?

I know some good places to hide.

Doug threw down his bat and ran.

I'd like you to wait until tomorrow.

Where were you yesterday?

Our visitor told us about his work.

## 3

hate  
late  
paper  
nails  
paint  
past  
swam  
safe  
saying  
places  
bat  
wait  
were  
told

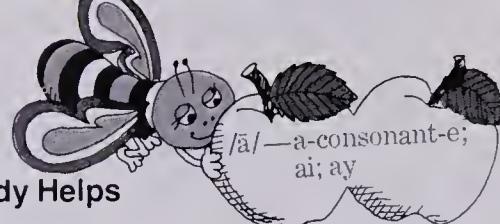
### Pretest

How many words did you get right?

In your spelling record, list the words you found hard to spell.

Look carefully at the words you misspelled. Where did you make an error?

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### Study Helps

1. The vowel sound /ā/ can be spelled in different ways.  
Read this sentence. Look at the underlined words.  
I'm saying that I'll wait for you if you're late.  
How is /ā/ spelled in the underlined words?   
ay  
ai  
a-e
2. Write the list words in which /ā/ is spelled "a-consonant-e." hate late safe places
3. Write the list word in which /ā/ is spelled saying ay.  
Write the list words in which /ā/ is spelled ai. nails paint wait
4. Say and write the word paper.  
The word paper has two sound parts or syllables — pa•per  
Each syllable has a vowel sound.  
What vowel sound do you hear in the first syllable? /ā/  
Circle the letter that spells /ā/. paper



### Study Helps

**Exercise 1:** Review briefly /a/ and its spelling. Have several pupils read the sentence aloud drawing attention to the pronunciation of the underlined words. Discuss the bar (macron) over the a in /ā/ that distinguishes this symbol from /a/. Tell pupils that signs such as this will occur in later units, and that they should be on the lookout for them.

The use of the digraphs **ai** and **ay** for spelling /ā/ prevents any possibility of confusion with /a/ but the **a—consonant—e** pattern may not be so clear.



5. Complete each sentence with a list word in which you hear /ā/.

1. The opposite of love is hate.
2. We used red paint on the walls.
3. The opposite of early is late.
4. Please get a hammer and some big nails.
5. Why don't you wait for me?
6. I need a pencil and some paper to write my letters.
7. I know some good hiding places.

6. Say and write the word were.

Use the study steps to help you learn to spell this word.

7. Say the word swam.

Write the word as you say it softly.

8. Write the list word that rhymes with cold and sold. told

What vowel sound do you hear in all these words? /ō/

Remember

/ā/ can be spelled "a-consonant-e" as in hate  
can be spelled ai as in nails  
can be spelled ay as in saying  
can be spelled a as in paper

15

**Exercise 4:** If the concept syllable is new to any pupils, it must be taught. Use pairs of names to do this; for example: Pete/Peter, Jan/Janice. Have pupils tap out the parts as they say the names until they can distinguish the single-syllable from the two-syllable form. Say a number of common words and have the pupils respond with the nonsense syllable da for each syllable they hear:

Teacher	Pupil
car	da
auto	da-da
class	da
window	da-da
lacrosse	da-da
stick	da

As the pupils' proficiency grows, add three and four syllable words (register, arithmetic, battery). Encourage pupils to listen for the rhythm of a word, and to tap it out as they would the rhythm of a song. Emphasize that each tap represents a syllable.

**Exercise 5:** Review the term opposite to make sure all the pupils now understand it.

**Exercise 6:** The study steps referred to in this exercise are those outlined on page 5. Remind pupils that if, having used the study steps, they still make a mistake, they must go over the complete sequence again from the beginning.

**Remember:** Make it a general practice to have pupils express the generalization as accurately as they can in their own words. Then let them compare their version with that given in the text.

If any pupils have problems, the distinction between /a/ and /ā/ and their spellings could be developed by the following procedure:

1. Say the words tap, mat, plan.
2. Ask pupils to identify the vowel sound in each word and the spelling of the word.
3. Write the words on the chalkboard.
4. Say the words tape, mate, plane.
5. Ask the pupils to identify the vowel sound.
6. Write the new words beside the first words.

7. Taking each pair (tap, tape, etc.) in turn, ask pupils how the words differ in sound and how this difference is shown in the spelling.

8. Develop a generalization and apply it to the appropriate list words.

**Exercises 2 and 3:** Encourage pupils to say the list words quietly to themselves as they write each one so that the sound-spelling relationship is established and reinforced.



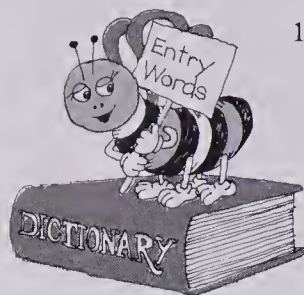
## Extending Your Spelling Skills

The exercises in this section of each unit generally contain instructions that are more complicated than those encountered in "Study Helps." You might like to work orally with the whole class for two or three units so that you can find out which pupils have difficulty reading and understanding the instructions and which pupils can read, understand and carry them out without further help. At the end of this section you should know the specific needs of the various pupils and what must be done to help them so that they will be able to work independently.

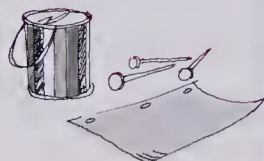
*Exercise 1:* You may find that you have pupils who have no concept of alphabetical order. Make sure that they know what the alphabet is and the order of the letters. If they haven't already committed it to memory, draw their attention to page 4 of their text book. If necessary, use concrete objects (apple, orange, coat, hat) to demonstrate the notion of order. Determine the initial letter of the name of each object, have the pupils find the letters in the alphabet, and have the objects placed in the corresponding order. Follow this procedure with different sets of objects. As a final exercise have the pupils arrange themselves in alphabetical order by family names.

*Exercise 2:* The purpose of the dictation exercises is explained on page 23 of the Introduction.

## Extending Your Spelling Skills



bat	places
hate	safe
late	saying
nails	swam
paint	told
paper	wait
past	were



Some possible words:

paint	rail
pain	wail
slain	mail
stain	pail
strain	sail
nail(s)	plain
wait	lain
tain	main

$|\bar{a}|$  a-e

hate late fame male  
safe fate game sale  
gate date lame fade  
mate tame same made  
gale tale dame

1. A *dictionary* is a book that tells you many things about words. It tells you the meanings of words and how to say and spell the words. The words that are listed in a dictionary are called *entry words*.

All the entry words are listed in *alphabetical order*.

Write the list words in alphabetical order.

Remember: When words start with the same letters, use the second or third letters to put the words in alphabetical order. For example: paint comes before paper, because i comes before p in the alphabet.

2. Your teacher will dictate these sentences.

1. You were told to bring your bat.
2. We swam past the safe places.
3. If you wait, you will be late.
4. Bobby is saying that he needs some paint, nails, and paper.

Proofread your sentences for spelling and punctuation.

3. Use the letters in the small box together with one or more consonant letters from the larger box to spell as many /ā/ words as you can. A consonant letter can be used more than once.

/ā/		
ai	t	r
l	w	n
p	m	s

/ā/			
"a-consonant-e"			
t	f	g	s
d	h	l	m

Read the sentences at normal speed and with normal intonation. Read each sentence twice, allowing time for pupils to write the complete sentence. Encourage pupils to remember the sequence of words, but repeat the sentence for pupils who become confused.

Dictate one sentence and have pupils check what they wrote by using their books; then go to the next sentence. This procedure provides for immediate feedback as well as closely supervised checking.

*Exercise 3: Read the directions for this exercise with the pupils. Warn them to say the words they make, to check that the vowel sound matches the sound indicated at the top of the box. Remind them that they may use any of the letters in the box anywhere in the word, and that they may make consonant blends if they need them. Suggest that they try to make list words first. Again, have pupils compare their lists.*



4. Rewrite each of the following sentences and replace the underlined part with a list word that means almost the same.

1. I really dislike doing dishes. **hate**
2. We visited many interesting spots during our trip. **places**
3. We drove by your place yesterday. **past**
4. The puppy was not in danger now. **safe**

Proofread your sentences for spelling and punctuation.



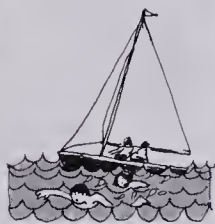
5. Rearrange each group of words below to make a sentence. Put in the punctuation and capital letters.

Write the sentences in your notebook.



1. that paint on you can paper.
2. late we be to party hate for the
3. the boat they past swam
4. wait you we to told us for
5. bat is where your red

Proofread your sentences for spelling, punctuation, and capitalization.



### Unit Test

How many words did you get right on this test?  
Did you misspell any word that you spelled correctly on the pretest?  
Add the words you found difficult to your special study list.

### Unit Test

Continue to dictate all the words to all the pupils. The use of context is optional. Give pupils time to reread and rethink their words before you conduct the self-correction. Supervise the marking to see that pupils do not overlook errors.

Check to see whether pupils are making errors pertaining to the vowels so far studied. If any such errors occur, give extra help with hearing and saying these sounds and associating them with the appropriate letters.

Have pupils compare their unit test results with those of the pretest. This comparison should include an observation of the kind of error the pupil made. Pupils should record their final scores and problem words on their individual charts.

**Exercise 4:** Go over the first two sentences orally with the whole group to make sure that all pupils fully understand the instructions.

**Exercise 5:** If any pupils have difficulty in unscrambling the sentences, suggest that they write each word on a small piece of paper and try different arrangements of the words. They could be encouraged to find phrases and similar word groups first and then try to fit the remaining words to them. Another approach is to have them start by deciding what is being done and who or what is doing it. This will give them the nucleus of the sentence around which they will be able to organize the remaining words. Remind them also that a question is also a sentence.



## Unit 4

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To hear and identify the vowel sound /ē/ as in need.
- To relate the spelling patterns **ea** and **ee** to the vowel sound /ē/.

### Pretest

The sentences provided are only suggestions and could be modified or changed completely to suit local conditions.

Remember to say the underlined word first, read the sentence, and they say the word again. Remind pupils to wait until you have said the word a second time before writing it.

### Dictation

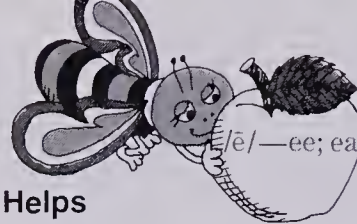
We lived by the sea for three years.  
I like tea better than coffee.  
How deep is your pool?  
Do you feel well enough to go on?  
East is the opposite of west.  
Did you know that bats are flying mice?  
In the distance I could hear the sound of singing.  
They covered their ears to keep out the sound of the jet.  
We helped to free the trapped animals.  
Will you need our help?  
When they pulled in the net, it was full of fish.  
The wooden chest contained spare blankets.  
Wherever we went, our cat would follow us.  
What's your favorite program?

## 4

sea  
tea  
deep  
feel  
west  
bats  
hear  
ears  
free  
need  
net  
chest  
went  
favorite

### Pretest

How many words did you get right?  
If you made any errors on the pre-test, look at them carefully to see where and why you went wrong.  
Study the words you found difficult to spell.



### Study Helps

1. Read the sentence below. Listen for the vowel sound in the underlined words.

I need my ears to hear the roar of the deep blue sea.

How is /ē/ spelled in the underlined words? **ea ee**

Write the list words that spell /ē/ with **ea** or **ee**.

**sea tea deep feel hear ears free need**

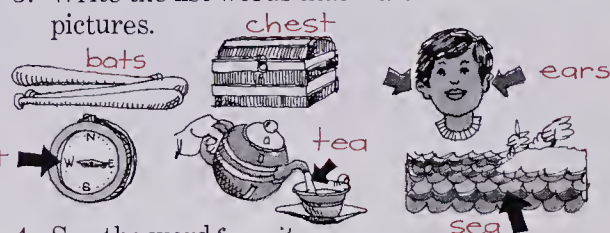
2. Write the list words that rhyme with:



What vowel sound do you hear in all these words? **/e/**

What letter spells this sound? **e**

3. Write the list words that match these pictures.



4. Say the word favorite.

How many syllables do you hear? **three syllables**

Write favorite.

Remember favorite can also be spelled favourite.

Use the LOOK SAY COVER WRITE CHECK method if you find this word difficult to spell.

### Study Helps

**Exercise 1:** Because of the influence of the /r/ on the vowel sound in words like ear and hear, pupils may have difficulty in recognizing the vowel sound as /ē/. Have them say the word hear slowly two or three times, then the word heap in the same way and compare the first two sounds in each word.

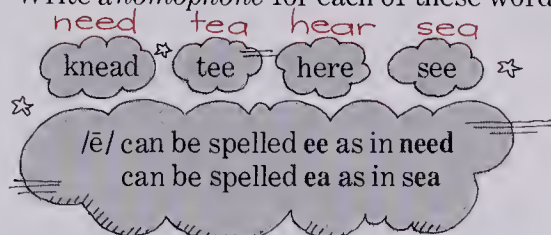
Two charts could be made, one for the **ee** and one for the **ea** spelling for /ē/. In this way the pupils will always see words that use the same spelling together. Display the charts in the Spelling Centre.



5. Write the two list words in which you hear /ē/ + /r/. ears  
Circle the letters that spell /ē/ + /r/. hear

6. Say the word west. Write it.  
What are the two final or last sounds you hear? /st/ west  
Circle the two letters that spell these sounds.  
Write the other list word which has the same two final sounds as west. chest

7. A *homophone* is a word that sounds exactly like another word but has a different spelling. The words blew and blue are homophones. Write a *homophone* for each of these words.



### Extending Your Spelling Skills

1. Use the /ē/ words below to complete the sentences.

deep      sea      free  
feel      tea      need

- They went fishing in the deep sea.
- When the bird gets better, we will set it free.
- Do you feel hot in this room?
- Come and have a cup of tea with me.
- We need to buy some eggs.

Check your sentences for spelling.

*Exercise 6:* Some pupils may be using an unreleased /t/ at the end of words like west and best, which may in turn lead to a dropping of the final t in the spelling. Remind pupils to be sure to pronounce both parts of consonant blends when they are learning to spell list words.

*Exercise 7:* If the term "homophone" is new to any pupils, check to see whether they completely understand the concept. List one word of common homophone pairs and ask pupils to supply the other. Homophones such as to/too/two and there/their will be familiar. When they encounter homophones remind pupils to associate each spelling with its appropriate meaning by using a mnemonic device as:

I hear with my ear.

We went here and there.

*Exercise 3:* Make sure that the pupils are able to identify the pictures correctly.

*Exercise 4:* The word favorite illustrates the influence of pronunciation on misspelling. Most pupils will say that the word has only two syllables. When two unstressed syllables follow a stressed syllable the middle syllable is commonly dropped (gen(e)ral, diff(e)rence, int(e)rest, etc.). To ask pupils always to give the middle syllable its full value is to ask them to distort their speech. They should be encouraged to pronounce the syllable with a schwa when they are studying the spelling of words like favorite. In the case of the word favo(u)rite we can help them by relating the word to its base word favo(u)r.

## Extending Your Spelling Skills

**Exercise 2:** The sentences in this dictation exercise are short. Encourage pupils to try to write the complete sentence after hearing it once. To do this requires them not only to listen to the individual words but also to grasp the meaning of the sentence.

**Exercise 3:** Check to see that all pupils understand the instructions. Suggest that they look for the list words first.

An additional exercise for those pupils who find many words could be to list the homophone pairs together with their meanings.

**Exercise 4:** Before the pupils start to write, discuss with them what is meant by story and how much writing they should attempt. Stress quality rather than quantity, but encourage imaginative responses. Encourage the notion that good writing is interesting, vivid and personal, rather than general and stereotyped.

To help the slow starters, you may have to discuss the situation in some detail. Get suggestions from them to explain what had led up to the finding of the chest and from those suggestions, what could be some possible outcomes. Provide a variety of possibilities so that pupils are able to choose one about which they feel competent to write.

Encourage pupils to proofread their own writing. If words are required that have not yet been in the spelling lists, and pupils are not sure of the spelling, suggest that they check the word list at the end of the book before turning to the dictionary.

Arrange for pupils to share their completed stories by reading them aloud or by exchanging them and reading them silently.



2. Your teacher will dictate these sentences.

1. They went west.
2. My favorite dress is deep blue.
3. We had free tea by the sea.
4. The bats live in the caves.
5. Do you hear what I hear?

Proofread your sentences for spelling.

3. Use the letter in the small box together with one or more letters from the larger box to spell as many /ē/ words as you can. A letter can be used more than once.

deep feel free need  
deer peer peel peep  
meet feed feet seed  
seem seen see seep  
seer read teeth weed  
sleep sleet etc.

/ē/ ea:

sea tea hear ear(s)  
seat seam team reach  
heat feat fear meat  
mean cheat neat near  
best beast beach bean  
peach peat wheat wear  
read reap steam stream  
etc.

/ē/

ee	d	p	m
f	s	r	l
h	t	w	n

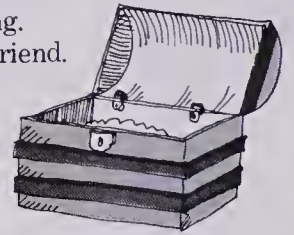
/ē/

ea	s	t	h
r	f	m	c
n	b	p	w

4. Spelling Bee started to write a story. Help Spelling Bee finish it. Write the rest of the story. *Individual responses*

*I opened the chest. I dug deep down into it. I could feel something soft.*

Proofread your writing.  
Read your story to a friend.





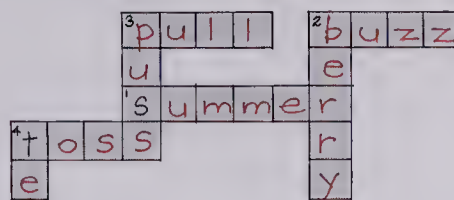
### Across

1. the hottest season *summer*
2. the humming sound of bees *buzz*
3. to tug or move with force *pull*
4. to fling or throw *toss*

### Down

2. a small fruit *berry*
3. another name for cat *puss*
4. another word for say *tell*

5. Use the clues to help you complete this double consonant puzzle. Write the answers in your notebook, using the puzzle numbers.



6. Spelling Bee made some spelling mistakes. Rewrite Spelling Bee's sentences correctly in your book.



*I hear here that there's a chest of gold at the bottom of the see. It is caught in the weeds. Perhaps I'll bnead a strong stik to free it, and a big nett to hold it. Do you feal like coming with me?*

Proofread your sentences for spelling.

## Unit Test

How many words did you get right on this test?  
Be sure to record your score.  
Add any words you found hard to spell to your special study list.

21

**Exercise 5:** If any pupils are unfamiliar with crossword puzzles, work through this exercise orally before having them write the words in their notebooks.

Some pupils might like to make up puzzles for their friends or neighbors to solve. Successful puzzles could be added to the material in your Spelling or Activity Centre.

**Exercise 6:** Those pupils who are clearly competent in spelling may be allowed to work independently on this exercise. With other pupils it will be necessary to use the procedure outlined in the note on Unit 2, Exercise 2, page 12.

## Unit Test

Dictate all the words to all the pupils in a sequence that differs from that of the word list. Encourage pupils to listen carefully for oral cues that will help them spell many of the list words. Give them time to proofread their words before you conduct the self-correction.

Help them to record their scores and problem words on their individual charts.

## Unit 5

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To hear and identify the vowel sound /i/ as in like.
- To relate the vowel sound /ī/ to the spelling patterns **ie** and **i—consonant—e**.
- To hear and identify the consonant sound /ʦH/ and to relate it to the spelling pattern **th**.

### Pretest

#### Dictation

Luckily, the dog was still alive when he was found.

My mother will drive me to the game.

They went for a long hike through the wild life sanctuary.

A police officer inspected our bikes this morning.

How did you learn to tie your shoe-laces?

Many plants die in the fall.

The rescuers tied a rope around his chest.

Please write and tell us about it.

The goats and their kids strayed from the yard.

We played outside till it was dark.

The stream was too wide to jump.

He spent most of his life in the city.

Why do you think we are here?

We all walked through the doorway.

Continue to assist and supervise pupils in their self-correction of this test. Pupils will also need help in examining their errors and recording their results.

## 5

alive  
drive  
hike  
bikes  
tie  
die  
tied  
write  
kids  
till  
wide  
life  
think  
through

### Pretest

How many words did you get right?

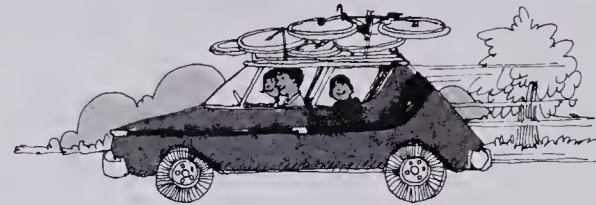
In your spelling record, list the words you found hard to spell.

Look carefully at the words you misspelled.

Where did you make an error?

### Study Helps

1. Read the sentence below. Listen for the vowel sound in the underlined words.



We like to tie our bikes on top of the car when we drive.

Write the words in which /ī/ is spelled "i-consonant-e," like bikes drive

Write the word in which /ī/ is spelled ie, tie

Write the list words in which /ī/ is spelled "i-consonant-e," alive drive hike bikes write life wide

Write the list words in which /ī/ is spelled ie, tie die tied

2. Remember that rhyming parts of words sound the same but may have different spellings. Write at least one list word that rhymes with each of these picture words.

(five) alive  
or drive

(sink) think

(kite) write

(hill) till



22

### Study Helps

**Exercise 1:** Before starting this exercise review briefly the pattern /ā/ spelled **a—consonant—e**. Demonstrate the similarity of the /ā/ and /i/ patterns by means of such word groupings as:

mat	bit
mate	bike
cap	snip
cape	snipe

Try to develop the generalization that a vowel letter and consonant + e spells in most cases, a long vowel sound.

Ask the competent spellers in the class to consider why we have given the spelling patterns **ee** and **ea** for /ē/ rather than **e—consonant—e**. Suggest that they watch for examples of this spelling pattern in their reading and compare its frequency with the other vowel—consonant—e patterns.

**Exercise 2:** Make sure that the pupils correctly interpret the picture words.



3. Write the three list words in which you hear /i/.  
How is /i/ spelled in these words? *i*
4. Say the word write. Look at it.  
What is the first consonant sound you hear? /r/  
What letters spell this sound? *wr*  
There are few words that spell /r/ with wr.  
Some other words are:  
wrap wreck wrestle wrong

5. Say and write the words think and through.  
What sound do you hear at the beginning of these words? /ʦH/  
Circle the two letters that spell /ʦH/. think through
6. The word through may need some careful study.

Look closely at the word all by itself.

t h r o u g h

Say it to yourself.

Think how it is used: "We ran through the trees."

Now cover the word, and write it.

Uncover the word and check your spelling.

If you were wrong, look very carefully at the part that gave you the most trouble. Go through the steps again.

Write a sentence with through.

*Individual responses*

/i/ can be spelled "i-consonant-e" as in bike  
can be spelled ie as in tie

**Exercise 6:** To simplify learning the spelling of through, ask pupils how many sounds they hear. Write the sounds on the chalkboard and underneath the spelling.

/ʦH/	/r/	/ü/
th	r	ough

Point out the unusual -ough spelling for /ü/.

**Remember:** You might like to add that the **ie** spelling for /i/ is limited to a few very short (three letter) base words and their derivatives. Pupils should also look out for it in words ending in -y when **-ed** or **-es** is added (cried, cries).

**Exercise 4:** Pupils might be interested to learn that the initial **w** was originally pronounced in all these words and only disappeared about two to three hundred years ago. If they try to say the words, pronouncing the **w**, they may well wonder why it lasted so long.

There are few words with this feature although write and wrong occur frequently. Some pupils might like to start a chart of the wr-words. Its size and rate of growth will soon illustrate the limits of the group.

**Exercise 5:** Although the dictionary properly gives the unvoiced /th/ as the initial consonant for the words think and through, the symbol /ʦH/ for the voiced consonant is used in this text. An explanation of the difference between the two sounds would involve some treatment of voicing as a feature of consonants. This step is considered unnecessary at this time especially since there are so few pairs of words containing /th/ or /ʦH/ in which voicing is a distinguishing feature (thigh/thy, ether/either, mouth (noun)/mouth (verb)).

## Extending Your Spelling Skills

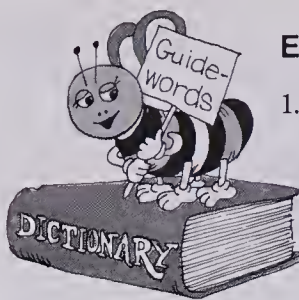
**Exercise 1:** Make certain that all pupils understand the terms *alphabetical order* and *entry word*. If any doubts exist, review the exercise of dictionary skills in Unit 3 using a different set of words.

Deciding in exercise 1 whether or not a word will appear as an entry word on a particular page depends on the ability to recognize the position in the alphabet of the third or fourth letter in a word, a difficult process for some pupils.

It would be advisable therefore, to conduct this exercise orally with the whole group. It would be helpful to print the alphabet in column fashion at the side of the chalkboard and have each pupil copy it onto a strip of paper. The words can now be processed systematically with a visible guide.

Ask the pupils to look at their alphabet and say which are possible *second* letters in the entry words on page 80. Elicit from them that the only possible letters are those between **h** and **o**, inclusive. Ask them to check which of these letters could combine with **t**. They should conclude that all the words on page 80 will begin with **th-**, **ti-** or **to-**. Ask now which words can be eliminated as entry words, that is all words with a *second* letter that comes before **h** and after **o** (talk, tell, trap and tunnel).

The words till, tie and tip are clearly on the page, leaving thin, think and through to be examined. Suggest that pupils look at the *third* letter and find its position in the alphabet, deciding on this



## Extending Your Spelling Skills

- The entry words in a dictionary are listed in *alphabetical order*. But how can you find a word quickly? Every page in a dictionary has *guidewords* at the top of each page. For example:

think                      80                      top

The guideword think on the left is the first entry word on that page. The guideword top on the right is the last entry on the page.

Look at the guidewords above.

Which of these words will you find as entry words on page 80?

talk	through	tie	tip	tunnel
thick	till	trap	thin	tell

- Use the picture clues to help you complete the sentences with list words.

1. We like to ride our bikes.

2. Did you write that letter?

3. Are you through with the bike?

4. Be careful how you drive.

5. She wears a wide tie.

- Use each of these words in a sentence to show that you know its meaning as well as its spelling. *Individual responses*

tied die write through

Proofread your sentences for meaning, spelling and punctuation.

basis which of the remaining words are definitely on or off the page. They should have no trouble including through in the entry words since its third letter comes after **i**.

Next suggest that the pupils examine the *fourth* letter. Using the comparison method they can see that **c** comes before **n** so that thick must be eliminated. This leaves the problem of thin that has the same letters as the first four of think. Some pupils may not accept thin as coming before think claim-

ing that because there is no letter after the **n** in thin, it is impossible to tell where the word comes in the sequence. One solution to this problem is to use the analogy, a blank (i.e. no letter) comes before any other letter just as 0 comes before the other numbers. Thus thin—comes before think and therefore must be eliminated.

This slow, laborious procedure may be unnecessary for every pupil. On the other hand, a systematic, logical approach is necessary for those pupils not thoroughly familiar with English.



4. All the vowel letters are missing from these list words.  
Put in the missing vowel letters and write the words as they should be spelled.

wd bks hk drv tll wrt  
wide bikes hike drive till write

5. Use these clues to write the matching list words.

1. up to the time of till
2. not dead alive
3. homophone for threw through
4. a long walk hike
5. children kids

6. Proofread Spelling Bee's sentences.  
Rewrite the sentences that had mistakes.

We were glad to find them alive slife and well.  
They took their bikes on the hike.  
He ran thru through the door as fast as he could.  
We waited til till our friends arrived.  
I think I would like to learn to drive.

How many sentences did you rewrite? three  
Check your sentences for spelling.

### Unit Test

Compare your results on this test with those on the pretest.  
Were there any words you misspelled in both tests?  
Add the words you found hard to spell to your problem word list.

**Exercise 4:** Remind the pupils that the words have to be list words. Finding other words—wood, bakes, hook, drove, etc.—could be a supplementary exercise for the competent spellers.

**Exercise 5:** Be sure that all pupils understand the instructions. Work through the exercise orally with those who are uncertain to be sure that they write the appropriate list words correctly.

**Exercise 6:** Remind pupils to proofread their own writing. It may be necessary to continue the procedure outlined in Unit 1 with some pupils until they become competent in this type of exercise.

### Unit Test

Dictate the words in random order so that pupils will listen carefully for each word.

Pupils should continue to write their dictation in column form to facilitate visual perception and self-checking.

Direct pupils to examine any error they made with a view to understanding and eventually overcoming that particular error.

Check individual pupils' difficulties to know which areas need reinforcement or reteaching in the next unit.

**Exercise 3:** Using a word in a sentence to show its meaning is not an easy exercise. Not many pupils in any grade realize the necessity for including (enough information) in the context to imply the meaning of a word. One solution they use is to give a definition—"Tied means when someone ties you up," being a typical and unacceptable example.

Since this type of exercise will be repeated, you might want to conduct a composition session with the whole group. In this way methods and standards can be explained. If for the first word, the

pupils offer "We tied him to a tree," show that many other words can be substituted for "tied," such as led, held or pushed. The sentence then gives no indication of the meaning of tied. The sentence must contain more information, for example, "We tied the goat to a fence post with a long rope so that she could graze but not stray." Not all sentences need be as long as this one but it does illustrate the way in which information can be introduced into a sentence.

## Unit 6

### Objectives

To review and extend the use of those high-utility words listed in Units 1—5.

To commit to long-term memory an increasing number of spelling words.













### Enabling Objectives

- To review and demonstrate understanding of the sound-symbol relationships presented in Units 1—5.
- To review and extend the concepts consonant blends and double consonant as aids to spelling.
- To acquire and use a spelling study technique.

## 6

### Looking Back

1. Look back over your tests and your special study lists for the first five units. Make a list of your problem words. Study these words carefully. Use the LOOK SAY COVER WRITE CHECK steps.
2. Copy these charts in your book. Write as many examples as you can from the word lists in Units 1—5.

/a/—a	/e/—e	/i/—i	/o/—o	/u/—u
at 	hen 	hill 	top 	cup 
/ā/—a-e	/ā/—ai	/ā/—ay	/ē/—ee	/ē/—ea
cake 	pail 	hay 	sheep 	peach 
/ī/—i-e	/ī/—ie			
bike 	tie 			

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### Looking Back

*Exercise 1:* In lieu of a pretest, each pupil should study those problem words accumulated from the first five Units. It is recommended that one period be devoted to the pupils' direct study of their individual problems. Before assigning the time for direct study, it would be advisable to go over the study method described on page 5 of the text.

In the second study step, "Say the word," suggest that the pupils say the word syllable by syllable, noting carefully the vowel letters used for /ə/ (schwa) in the unaccented syllables. At this stage they should also note whether the word is a base word, a base word + ending(s), or a compound word. They should be aware that suffixes are consistent in their spelling, and alert to possible changes in the spelling of the base word, (changing *y* to *i*, doubling a final consonant, dropping a finale *e*, etc.).

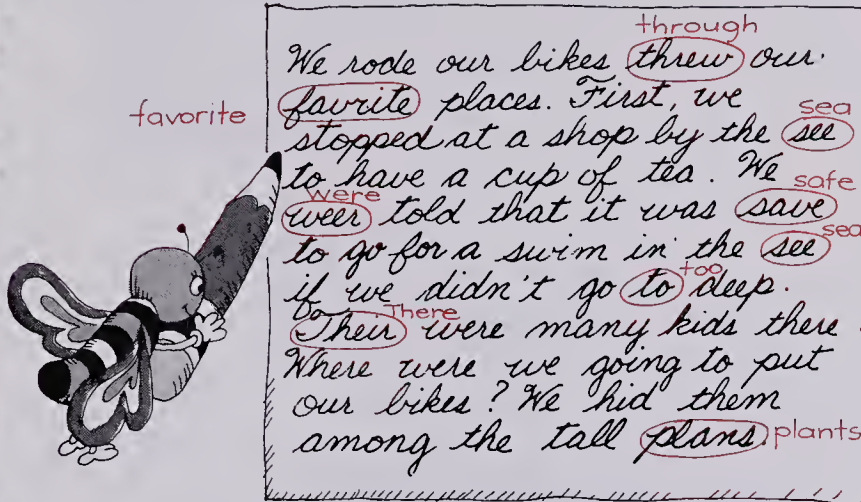


3. Your teacher will dictate these sentences.

1. We had to wait for their car.
2. I hid his stick.
3. We had a bath first before we went to the shop.
4. I went to the sea to hear the waves.
5. Their boss went to hunt there.
6. When were you there?
7. We told them to see our apple trees and plants.
8. When I write, my pencil goes through the paper.

Proofread your sentences for spelling and punctuation.

4. Proofread Spelling Bee's story beginning. Rewrite it correctly in your book.



Check your work carefully for spelling, punctuation and capitalization.

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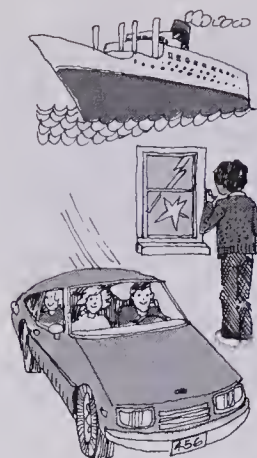
*Exercise 3:* Dictate a complete sentence with normal intonation and at a normal pace. Encourage pupils to try to remember the whole sentence and to write it without prompting. However, repeat words if pupils become confused. Dictate one sentence at a time and have pupils check what they wrote by using their books before going on to the next.

Give the pupils an opportunity to use the "Study Steps" on any words with which they have had difficulty.

*Exercise 4:* When checking their work, pupils should be reminded to look for any errors in copying that they might have made.

Remind pupils that if they find a mistake when they check what they have written, they should start the process again from the beginning. It is also a good idea if, finding the word is correct, they write it again, just once by way of reinforcement.

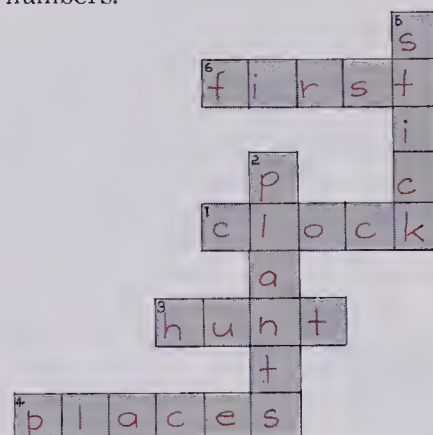
*Exercise 2:* Check to see that the pupils have all interpreted the pictures correctly. Help them to divide their pages into the appropriate columns and to write a few examples. Have them finish the lists individually. Allow pupils to add other than list words if they can.



5. Complete each sentence with two words that sound the same but are spelled differently.

1. I can see a ship sailing on the sea.
2. He threw the ball through the window.
3. Be sure to write your name on the right hand side of your paper.
4. I can even hear all that noise from here.
5. We will go there in their car.

6. Use the clues below to help you complete this puzzle with list words. Each word in this puzzle has a consonant blend. Write the answers in your book, using the puzzle numbers.



#### Across

1. It tells the time. clock
3. to look for hunt
4. We saw many places on our trip.
6. not last, but first

#### Down

2. They grow. plant
5. It is made of wood. stick

*Exercise 5:* If pupils have had trouble with these homophones you might wish to do this exercise orally with the whole group to clear up any confusion.

Encourage individual solutions to the problem. Those who visualize words might like some visual aids:

I sêê with my êyês.

THREW goes with THROW.

*Exercise 6:* Check that all pupils can now cope with crossword puzzles. If any are still uncertain, draw the squares on the chalkboard and solve the puzzle co-operatively.





7. Answer each question with a complete sentence. Use the underlined word in your sentence. *Individual responses*

1. Which is your favorite book?
2. Why don't you write a letter to your friend?
3. Who had an apple?

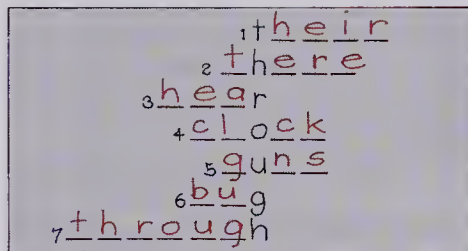


8. Complete these sentences with list words that have double consonants.

1. My boss is at a meeting.
2. I could hear the buzz of the bees.
3. Why don't you eat your apple?
4. If I miss the bus, I'll be late.
5. Did she put the dress in the chest?

9. Use the clues below to help you write the missing list words on the word pole. Write the words in your book, using the pole numbers.

1. belonging to them *their*
2. not here, but *there*
3. to listen *hear*
4. It tells the time. *clock*
5. firearms *guns*
6. as snug as a *bug* in a rug
7. homophone for *threw* *through*



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## Review Test

No review test has been provided. Instead, pupils should be tested on their own problem word list. Such tests could be administered by having the pupils paired and having them dictate the words to one another. This activity will have to be supervised closely on the first few occasions to make sure that the pupil dictating the words is pronouncing them correctly and that the checking is properly done.

You may, on the other hand, wish to devise your own review test on the common difficulties you have noticed among the pupils. If scores from such a test are to be recorded a special chart or graph could be drawn up for this purpose.

**Exercise 7:** This exercise can be completed mechanically:

My favorite book is "Black Beauty."

I had an apple.

These are acceptable responses for some pupils. However, encourage pupils to imagine the situation in which the question arose and to give a fuller answer if possible.

**Exercise 9:** Since this is the first word pole, you may wish to go over it on the chalkboard with the whole group. Here is another for practice:

- |       |                       |
|-------|-----------------------|
| f---  | 1. loose, not shut up |
| a---- | 2. a fruit            |
| ---v- | 3. make go            |
| -o-   | 4. move on one foot   |
| --r-  | 5. used for hearing   |
| -i--  | 6. not poor           |
| -t--  | 7. a heavenly body    |
| --e-- | 8. put on clothes     |

## Special Unit: Words for Measurement

### Objectives

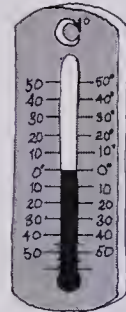
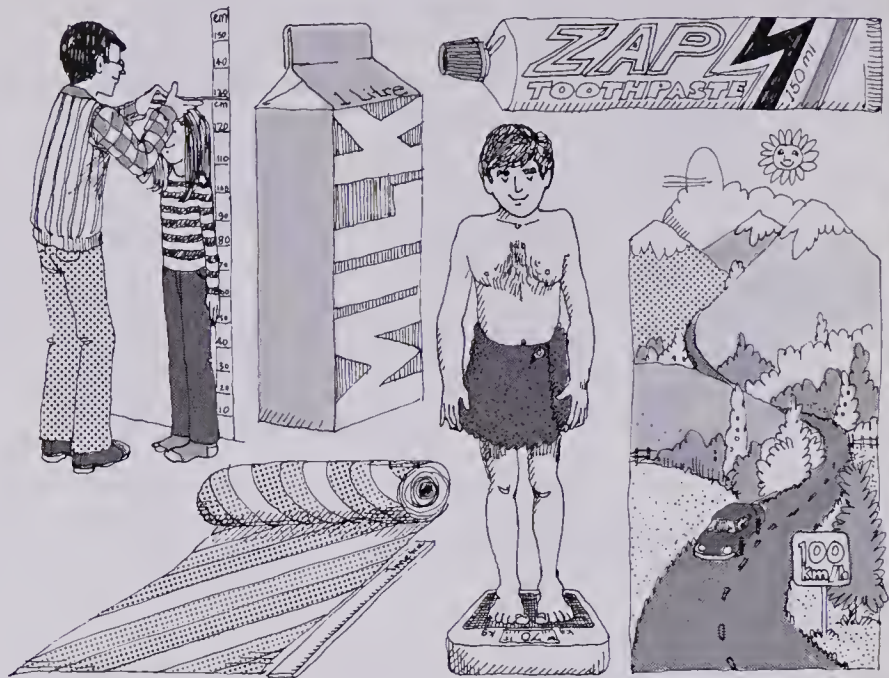
- To provide diversity in the regular program.
- To develop awareness of special words related to measurement in the metric system.
- To spell and use in context such special words.

### Teaching Suggestions

The material in this unit concentrates on the terms used in measurement in the metric system. It is therefore an independent unit that can be used at any convenient time and in conjunction with activities related to the study of the metric system.

No formal pretesting or post-testing is required. The focus should be on the special terms, both abbreviated and in full, through involvement in the exercises and activities provided. The exercises should be corrected by the pupils as you discuss each question orally.

### Words for Measurement



- Look at the pictures.  
 What is the girl's height? 130 cm  
 How much milk is in the container? 1 L  
 What is the speed limit on the highway? 100 km/h  
 What is the temperature? 0°C  
 What is the man's mass? 70 kg  
 How much toothpaste is in the package? 150 ml  
 How much cloth is in the piece? 1 m
- Which words in the list in Exercise 3 would you use to measure each of these?  
 millilitre   kilometre   kilogram   hour   Celsius  
 volume   length   mass   time   temperature  
 litre   metre   gram   second   degree  
 centimetre   minute

**Exercise 1:** Conduct this exercise orally, with the whole group. Help the pupils interpret the pictures.



3. This is a list of words you often read and write when you are studying measurement. Your teacher will dictate them to you. Check your spelling with the book.

length	minute	kilometre
metre	litre	millilitre
gram	centimetre	Celsius
degree	kilogram	hour
volume	second	time
temperature	mass	

Use the LOOK SAY COVER WRITE CHECK method to study any words that were hard for you.

4. In math you often use *symbols*, rather than a complete word. For example you would likely write 10 cm rather than "ten centimetres."

Write the word for each of these metric symbols:

kilogram	kg	centimetre	L	litre	km	kilometre
metre	m	millilitre	g	gram	°C	degree
hour	h	minute				Celsius
		min				

5. Choose the right word from the brackets to complete each sentence.

Write the complete sentence.

The temperature in this room is about twenty degrees (centimetres, Celsius).

That tall man is about two hundred (metres, centimetres) tall.

A small car has a mass of about one (kilogram, tonne).

The speed limit on many of our highways is one hundred (metres, kilometres) per hour.

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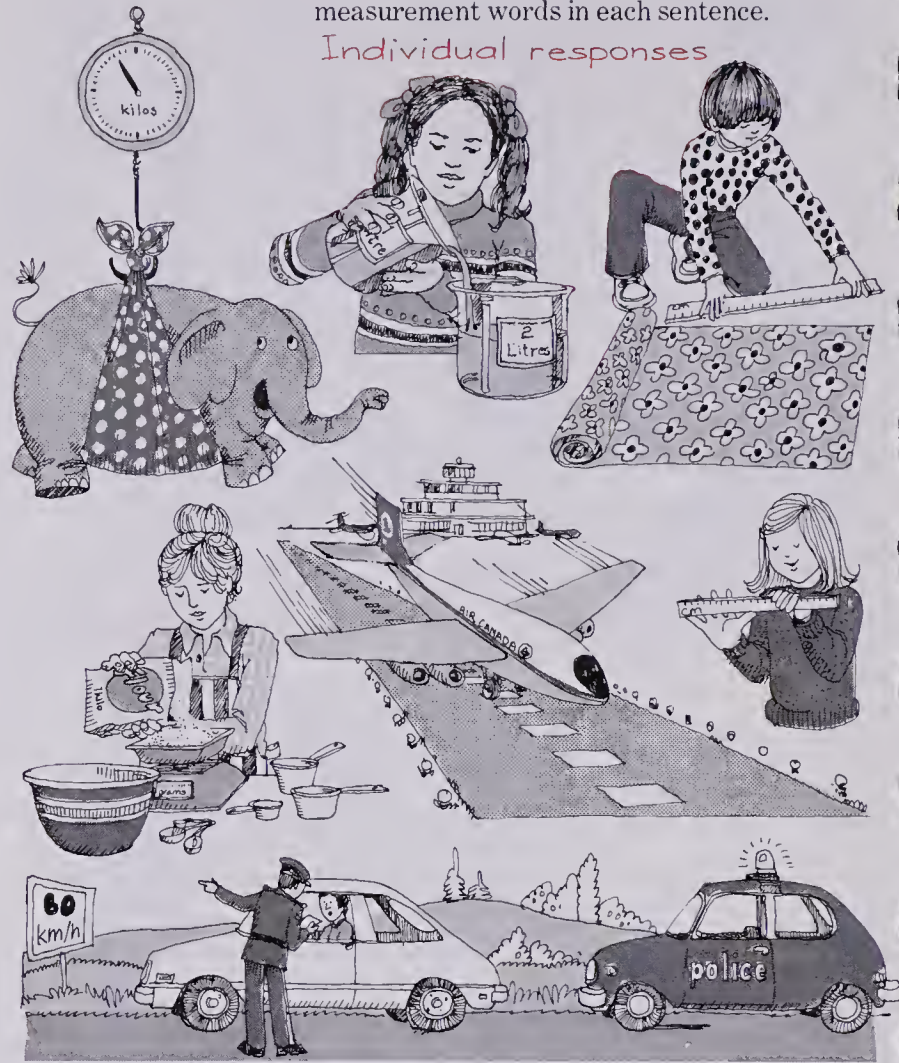
**Exercise 3:** Some words in this list are homophones (metre, hour, time); others, have more than one meaning (degree, volume, mass). Any possibly ambiguous word should be put into context when it is dictated.

Some pupils may be more familiar with the American spellings, meter and liter, than the Canadian, metre and litre. Draw their attention to the differences.

**Exercise 4:** Suggest to the pupils that they check the use of these "symbols" on packages of household items, sugar, flour, butter, milk, detergent, etc. They will probably find that manufacturers vary in the way they show the units of measurement. This is particularly true of the symbols for litre and millilitre which often appear as l. and ml.

6. Write one or two sentences about each of these pictures. Be sure to use some measurement words in each sentence.

*Individual responses*



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*Exercise 6:* Although a few pupils may be able to write freely about any or all of the pictures, others will need help. Some pictures call for discussion (metric recipes, highway speeds), others for research (How fast does a jet-liner fly? How much does an elephant weigh?). Whatever the method, the aim is simple—to use the metric terms in context and to spell them correctly. Consequently the actual method of organizing the writing is unimportant and it should be correlated with work in math and science.



7. Write a complete answer to each of these questions. Your answer must use the word at the end of each question. *Individual responses*
- How far is it to the farm? (kilometres)  
 What is your mass? (kilograms)  
 How much cloth are you buying? (metres)  
 Why is it so cold? (Celsius)  
 Which is cheaper? (litre)
8. Find the metric words in this puzzle.  
 Write them in your notebook.

Across

kilometre  
 litre  
 gram  
 Celsius

Down

kilogram  
 metre  
 tonne

k	i	l	o	m	e	t	r	e
i	x	k	d	l	f	o	c	b
l	i	t	r	e	j	n	q	u
o	v	w	a	x	e	n	a	r
g	r	a	m	j	m	e	p	t
r	s	v	e	e	r	r	a	d
a	l	k	t	u	c	z	c	v
m	i	t	r	e	e	i	k	w
n	d	c	e	l	s	i	u	s

9. Your teacher will dictate these sentences.

The beach was one hundred kilometres from the city.  
 He was just a few centimetres away from the big hole.  
 We bought ten kilograms of apples.  
 The twins drink two litres of milk a week.  
 It was minus two degrees Celsius.

Proofread your sentences for spelling and punctuation.

**Exercise 7:** Remind pupils that, although we may talk in sentence fragments, we should write in complete sentences. They should check their sentences for grammatical completeness as well as for spelling, punctuation and handwriting.

It may be necessary to discuss with the pupils this concept of completeness. Say to the pupils, "How far is it to the farm?" Among the answers you will probably get such expressions as:

"(Fifty) kilometres."

"About (fifty) kilometres."

"It's (about) (fifty) kilometres."

Write these answers on the chalkboard. Ask what information each conveys by itself. Draw out from the pupils the necessity for including in the sentence the information that it is the "farm" that is so many kilometres away. Go over the other sentences to determine what information each must contain to be complete.

**Exercise 9:** Continue to encourage pupils to attempt to write the complete sentence from one dictation.

## Unit 7

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To hear and identify the vowel sound /ō/ as in rode.
- To relate the vowel sound /ō/ to the spelling patterns **o** as in both, **o—consonant—e** as in rode, **ow** as in own and **oa** as in boat.
- To recognize that in some words /n/ is spelled **kn**.

### Pretest

#### Dictation

I rode my bike to school today.  
 He tied one end of the rope around a tree.  
 The trapper reached his cabin at sunset.  
 Do you think we could camp here for the night?  
 The swimming pool was closed for repairs.  
 I would like to own a horse.  
 We went to the owner to ask permission to camp.  
 The little boy owned a very large dog.  
 I was left alone in the house when my brother went away.  
 The pumpkin was so large that I had to use both hands to hold it.  
 The fisherman knew the wind would blow hard that night.  
 The fishing boats sailed at dawn.  
 That's all they said when they met.  
 I know how to spell these words.

Following the dictation, suggest that pupils pronounce each word to themselves as they proofread their list of words.

7

rode  
 rope  
 cabin  
 camp  
 closed  
 own  
 owner  
 owned  
 alone  
 both  
 blow  
 boats  
 said  
 know

### Pretest

How many words did you spell correctly on this test?  
 List the words you misspelled.  
 Use the study method to help you learn the difficult words and the words you misspelled.

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### Study Helps

1. Read this sentence. Listen for /ō/ in the underlined words.



Roses grow beside the road that leads to his home.

How is /ō/ spelled in grow and road?

Notice that in home, /ō/ is spelled "o-consonant-e."

grow-ow  
 road-oad

2. Write the list words in which /ō/ is spelled "o-consonant-e." rode rope closed alone

Write the list words in which /ō/ is spelled ow.

Write the list word in which /ō/ is spelled oa.

Write the list word in which /ō/ is spelled o.

3. For each picture word, write a list word that rhymes.

Remember that rhyming parts may have different spellings.



Tell the pupils to check their own work while you write the first seven words in column fashion on the chalkboard. While pupils are marking these words, move about to see whether they are able to cope with this number of words. Add the remaining seven words to the chalkboard list. Supervise and assist pupils in their self-correction.

You may find that the pupils can easily handle seven words at a single presentation. In these circumstances you could try writing the whole list on the chalkboard, but you should check to see that none of the pupils is overwhelmed by the task. On the other hand, if seven words seems too much of a task, you could reduce the number of words to three or four.





4. Read these sentences.

Will you close the door?

I closed the door yesterday.

Notice that closed has the ending ed. Take off the ending ed and write close.

Close is a *base word*.

Remember when you add the ending ed to a base word that ends in e, drop the e before adding the ending. For example:

close + ed — closed

Write the other list word that has the ed ending. owned

5. Write owned. Write its base word. owned-own  
Write owner. What is its base word? owner-own

6. Say and write the word know.

What is the first consonant sound you hear? /n/

How is it spelled? kn

The letters kn at the beginning of a word always spell /n/.

7. Say and write the word said.

What vowel sound do you hear? /e/

What letters spell the vowel sound? ai

Write the base word of said.

What vowel sound do you hear? /ā/

Circle the letters that spell /ā/. say



/ō/ can be spelled "o-consonant-e" as in rode  
can be spelled ow as in own  
can be spelled oa as in boats  
can be spelled o as in both

35

**Exercise 1:** Have several pupils read the sentence before analyzing the sounds. Check the pupils' pronunciation of the /ō/ sound and have the pupils listen carefully to each other's pronunciation. Ask for the non-underlined word that contains /ō/ and its spelling pattern.

**Exercise 2:** By way of review ask the pupils whether they know any other ways of spelling /ō/. They are already familiar with so, go, and no in grade 2, and ago in grade 3. In their reading they will have encountered toe, foe and hoe. Other spelling patterns for /ō/ are o before a final l or ll and a final ld or lt, as well as ol as in folk and yolk.

The spellers with a perfect score in the pretest could be set to work preparing a chart of /ō/ spellings to be displayed in the Spelling Centre or on the weekly bulletin board. Depending on the pupils' ability, the category headings could be supplied or left to the researchers.

**Exercise 3:** The pictures are reasonably clear except for the last which may have to be correctly identified. On the other hand, permitting pupils to look for rhymes for frog may force them into considering the alternative toad.

**Exercise 4:** Make sure that no pupil confuses close with own and assumes that an e is dropped from the latter.

## Study Helps

Beginning with this unit, you may want to start individualizing the spelling activities. Pupils who have no errors in the pretest likely do not need to complete any of the exercises in "Study Helps." They could proceed directly to the activities in "Extending Your Spelling Skills" and then use extra spelling-period time for enrichment spelling activities such as adding to their personal spelling lists, studying these words, writing stories or poems, proofreading a partner's writing, free reading, and so on.

For pupils who had errors in the pretest, you might examine the pattern of errors and assign to pupils only those exercises in "Study Helps" that give practice in that particular spelling pattern. This type of individualization does take some extra time but it pays dividends in pupil interest and motivation and in varying the activities of spelling periods.

For pupils who need all the exercises, conduct them orally.

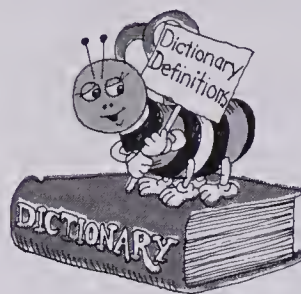
**Exercise 5:** This pair of words offers an opportunity to review the ways in which endings are added to base words to modify their meaning and use. Explore with the pupils the meaning of **ed** and **er** and the change of function from verb to noun in the case of owner.

**Exercise 6:** If the pupils have used the grade 3 speller, have them recall other words in which /n/ is spelled **kn** (knee, knew, knot) and collect other examples. If the pupils have not used the speller, then have them turn back to page 19, identify the homophone for need and comment on its spelling. Collect other examples.

Do not refer to **k** as a silent letter but rather **kn** as a digraph for /n/. The **k** was pronounced in the English of a thousand years ago but has now dropped out. (German-speaking pupils will be able to tell you that it is still pronounced in that language—knight—knecht.)

**Exercise 7:** The form said derives normally, as far as spelling goes, from say, i.e. say + **ed**—sai(e)d. The loss of **e** in the past form is paralleled in the verb pay/paid. However, most verbs ending in **ay** retain both the **y** and the **e**, for example: stay/stayed, stray/strayed, dismay/dismayed.

The peculiarity of said is the change in the vowel from /ā/ in say to /e/ in said. (Apart from says, which will appear in Unit 15, the only other words that show the same sound-spelling pattern /e/—**ai** are again and against. Since these are all odd words, they should be learned by the study method.)



## Extending Your Spelling Skills

1. A dictionary gives the *meanings* or *definitions* of the entry words. Most entry words have more than one meaning. The different meanings for an entry word help us to understand the word better and how it can be used in different ways.

Read the dictionary entry for rope.

**rope** (rôp) 1 a strong, thick line or cord made by twisting smaller cords together. 2 to tie, bind, or fasten with a rope. 3 enclose or mark off with a rope. 4 catch a horse, calf, etc. with a lasso. 5 a number of things twisted or strung together: a *rope of onions*, a *rope of pearls*. 6 a cord or noose for hanging a person.

What is the meaning of rope in each of these sentences?

They tied the rope to a pole. (1)

We rope the cattle with lassos. (2) or (4)

I bought a rope of beads. (5)

When you look up the meaning of a word, be sure to choose the correct meaning for your sentence.

2. Copy these sentences in your book and complete them with /ô/ list words.

1. The owner of the boats taught us how to sail.

2. Do you know her name?

3. She rode the horse to the fair.

4. One person alone can do this work.

5. I would like to own an airplane.

6. Can both of you help me blow out the candles?

Check your sentences for spelling.



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## Extending Your Spelling Skills

**Exercise 1:** The dictionary exercises, when they occur, are best worked through orally with the whole group.

Discuss with the pupils ways in which they can make sure they have the right meaning for the word they are looking up. Suggest that they substitute the dictionary entries in the sentence for the unknown word and consider how each entry fits both the grammar of the sentence and the context.

In the first sentence, the absence of any specific references means that the first meaning will fit. The second sentence demands a verb so that meaning 2, 3, or 4 could fit. Meaning 3 is quickly eliminated as making no sense in the context, but both meanings 2 and 4 would fit depending on the larger context.

Draw the pupils' attention to meaning 5. Discuss with them that in this meaning the word is applied to something that *looks* like a rope but is something else, whereas the other meanings all refer to the *use* of a rope as described in meaning 1.



3. Use these clues to write words that begin with **kn**. You will find the words in the sentence below the clues.

—part of your leg **knee**  
—another form of **know** **knew**  
—You do this with dough. **kneading**  
—Grandma needs needles to do this. **knitting**



Father knew that Todd liked to sit on his knee, while Mother was kneading the bread, and Grandma was knitting.

4. Proofread Spelling Bee's sentences. Some /ō/ words are misspelled. Correct the words and then rewrite the sentences in your notebook.



The <sup>owner</sup> ~~oner~~ of the <sup>cabin</sup> ~~cabbin~~ told us both to go for a ride. He said that we should get to <sup>know</sup> ~~kno~~ the countryside better. We <sup>rode</sup> ~~rod~~ our bikes up the hill. The road was full of holes and the wind was <sup>blowing</sup> ~~bloeing~~ hard. We saw a woman hanging her washing on a <sup>rope</sup> ~~rop~~. It was fun not to think of snow, closed windows and doors.

Proofread your sentences for spelling.

### Unit Test

How many words did you get right on this test?  
Be sure to record your score.  
Study the words you found difficult.

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### Unit Test

Have the pupils compare their unit test score with their pretest score for the number of words spelled correctly and the kinds of errors made.

**Exercise 2:** Remind pupils to check the words they copy as well as those list words they put in.

**Exercise 3:** Discuss the picture with the pupils and relate it to the reference sentence so that they are quite sure of the meaning of the words that are not on the spelling list.

**Exercise 4:** Only the competent spellers should be allowed to complete this exercise independently. Other pupils should explain the spelling errors and give the correct spellings before writing the story in their notebook. Remind children that there are misspellings other than /ō/ words in the sentences.

## Unit 8

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To recognize that the vowel sound /ī/ can be spelled with the letter y as in cry.
- To review the concept rhyme.
- To review the concepts base word and ending.
- To apply this knowledge to the spelling of selected base words + ing or er.

### Pretest

#### Dictation

Have you ever heard the cry of a wolf?

I was lying on my bed listening to the radio.

Although she is small, she was try-ing to help me.

The rink is close to our house.

Come and sit closer to the window.

My cousin is bigger than I am.

There were three sisters in that family.

How many miles do you travel to get to school?

The funny story made me smile.

He fell nineteen feet into the ravine.

We planned a surprise party for our mother.

They were surprised to find no one in the house.

Last year's skates were too small.

We took off our muddy boots.

## 8

cry  
lying  
trying  
close  
closer  
bigger  
sisters  
miles  
smile  
nineteen  
surprise  
surprised  
too  
off

### Pretest

How many words did you get right on this pretest?

In your spelling record, list the words you misspelled.

Study the words you misspelled to see why and where you made an error.



### Study Helps

1. Read this sentence.  
Say the underlined words.  
Why do you try to fly my kite?

What vowel sound do you hear in the underlined words? /ī/

Notice that /ī/ is sometimes spelled with the letters "i-consonant-e" and sometimes with the letter y.

Write the list words in which /ī/ is spelled y. *cry lying trying*

Write the list words in which /ī/ is spelled "i-consonant-e." *miles smile nineteen surprised surprise*

2. From each group of words, write only those words that have the same vowel sound as the picture word. Say each word carefully.



smile	tie	miles
lying	bill	cry
smile	lying	trying
tie	hymn	win
miles		

sisters	sit	hid	will
bigger	hymn	fist	
sit	hid	hymn	
sisters	will	nine	
surprise	bigger	fist	

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### Study Helps

**Exercise 1:** Although the y spelling for /ī/ can be explained by a number of rules, they are too complicated to be useful at this grade level. All that need be said is that /ī/ is spelled y in many common base words such as cry, try, fly, etc.

**Exercise 2:** Make sure that the two pictures are correctly interpreted so that pupils know that in the first list they are to find the /ī/ words, and in the second, the /i/ words.



3. Remember that rhyming words always have the same *ending sounds*. Sometimes the ending sounds have different *spellings* as in cries and size.

Write a list word that rhymes with each

picture word.

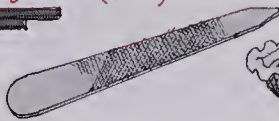
(toes) close



(trigger) bigger



(file) smile



(pie) cry



4. Write the list word that means the opposite of each of these words.

farther smaller laugh brothers  
closer bigger cry sisters

5. Write the two list words that are plural. sisters miles

Write the base words. sister mile

What letter was added to each base word to make it plural? S

6. Write the list word that has the ending ed. surprised

Write the base word. surprise

How many syllables do you hear in each word? two

Write each word in syllables. sur-prise

Use the five steps to help you study these words.

7. Say these words. closer bigger

Write the base words. close big

Add the ending er to each base word. closer bigger

How did you change the base word before you added the ending er? dropped the final e in close doubled the final consonant in big

/i/ can be spelled y as in cry  
can be spelled "i-consonant-e" as in smile

Remember



Have the pupils group the words they select in columns according to the spelling pattern. This method will help them associate words with the same pattern and see the range of patterns at the same time.

The way in which the pupils select bigger is a useful diagnostic clue to their understanding of the function of double letters.

**Exercise 3:** It may be necessary to discuss the pictures with the pupils before they complete the exercise. As in all cases of exercises involving rhyming words, they must say the word aloud, clearly, so that they can identify the sound in the picture word and match it.

**Exercise 4:** Check that all the pupils understand the concept *opposite*.

**Remember:** You could challenge the pupils to add another pattern for /i/ based on two words in the exercises that are not list words (pie and tie).

## Extending Your Spelling Skills

**Exercise 2:** Remind pupils to check the words they have copied from the text book as well as their substitute words.

**Exercise 3:** Check that pupils understand the instructions.

The spelling of the completed compound words will constitute useful diagnostic information concerning each pupil's understanding of the changes in the base word caused by the addition of the suffix.

First establish that pupils understand which vowels are short and which long. Review, if necessary, the meaning of the symbols /ā/, /a/; /ī/, /i/; /ō/, /o/. Check by having pupils say words containing one of the vowels and point to the corresponding symbol. Next, make sure that the sounds as well as the symbols are paired (/ā/ with /a/, etc.). Prepare slips with the following words printed on them:

tapping	taping
ridden	riding
hopping	hoping
bitter	biter

Have the pupils identify the words on the slips and then arrange them so that the corresponding vowels are paired and the short and long vowels appear in separate columns as above. Elicit from them the correspondences short vowel/double consonant and long vowel/single consonant.

## Extending Your Spelling Skills

1. Your teacher will dictate these sentences.

1. My sisters are nineteen years old.
2. I am trying to surprise my mother.
3. The plane flew too close to the wires.
4. We were surprised too.
5. They were trying to stay off the grass.
6. How many miles did you walk?

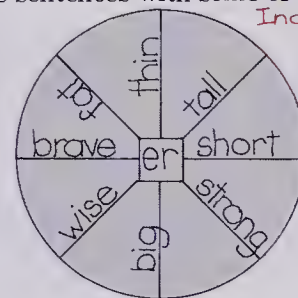
Proofread your sentences for spelling before you check with the book.

2. Rewrite each of these sentences and replace each underlined word with a list word that means almost the same.

1. She lives nearer to the school than I. *closer*
2. The picture was larger than we thought it was. *bigger*
3. I saw the child weep after he had fallen down. *cry*
4. I am attempting to improve my handwriting. *trying*

3. Read the words on the wheel.  
Add the ending **er** to each word.  
Write the **er** words in your notebook.

Write sentences with some of the words.



*Individual response*

*shorter  
stronger  
bigger  
wiser  
braver  
fatter  
thinner  
taller*

Check their understanding by saying a list of words, such as: holly, holy, written, writing, snipping, sniping, latter, later (not necessarily in this order). Suggest the pupils close their eyes and, as you say the word, put up one hand or two hands corresponding to the number of consonants in the spelling pattern.



4. Use the letter in the small box together with one or more letters in the larger box to spell as many /i/ words as you can.

/i/

y	t	a	f
	b	m	r
	l	s	k

Individual responses  
some examples:  
by  
my  
fry  
sky  
fly  
try  
sly



5. Copy these sentences in your book.  
Fill in the blanks with one of these words:

of off to too

1. He was too tired to take his coat off.
2. The wheel of the car dropped off too.
3. Would you like to come too?

6. Proofread Spelling Bee's sentences. Rewrite the sentences in which you found mistakes.



1. Were you surprised that she smiled?  
2. If you're trying to warm yourself, come closer to the fire.  
3. Take the lid off when the water bubbles.

## Unit Test

How many words did you spell correctly on this test?  
Compare your pretest results with your unit test results.  
Add any words you found hard to your problem word list.

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## Unit Test

Have pupils compare their performance on the pretest with that on this test. Remember to praise those who have raised their score, no matter how low it was to begin with.

Check for pupils who have misspelled the same word(s) on both tests. Spend extra time with these pupils to determine the cause of their lack of improvement. Check their pronunciation and help them use the five study steps.

**Exercise 4:** Tell the pupils to say each word they make and listen for the sound /i/. If they don't hear the sound, they don't write the word. This instruction should help them eliminate such words as: Mary, marry, smarty, fatty, etc.

**Exercise 5:** A fairly simple way to sort out the confusing words is to have the pupils listen to them carefully, then try to write them in dictionary spelling symbols. For the first two they should come up with (əv) and (of). Ask them which word has the "longer" sound and suggest they associate it with the longer word i.e. off, too.

**Exercise 6:** Remind pupils that reading the sentence aloud often gives clues to misspelled words as in sentence 3.

## Unit 9

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To hear and identify the vowel sound /ä/ followed by /r/ as in car.
- To relate the /ä/ + /r/ combination to the spelling pattern **ar** as in car and far.

### Pretest

#### Dictation

I saw your picture at the art show. My dad mixed sand and cement in the wheelbarrow.

I want to master the slapshot. What's the matter with your hand? The cub had wandered away from its mother.

Our class formed a club for fighting pollution.

That's a smart new parka!

The starlings were sitting on the hydro wires.

He lifted the bar to open the stable door.

We stripped the bark from the fence posts.

The women packed the barrel with fish and ice.

That is the easy part of the job.

I would like an apple please.

We came in because it was raining.

## 9

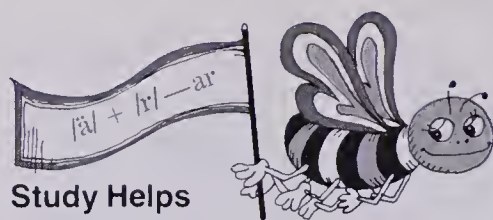
art  
sand  
master  
matter  
cub  
club  
smart  
sitting  
bar  
bark  
barrel  
part  
an  
because

### Pretest

How many words did you spell correctly on this pretest?

If you misspelled some words, write them in your spelling record.

Check to see where and why you misspelled them.



### Study Helps

- Read this sentence. Listen for the vowel sound in each underlined word.

We park the car far from the school.

We show the vowel sound in these words like this: /ä/

This special vowel sound is usually followed by /r/.

Say and write the list words in which you hear /ä/ + /r/.

Circle the letters that spell /ä/ + /r/.

art smart  
part bark  
bark

- From each group of words, write the words that have the same vowel sound as the picture word. Say each word carefully.

far smart  
bar part  
bark art

matter	far
fan	smart
bar	bark
part	art



- Write the two list words in which you hear /u/. What is the first sound in each word? /k/ What letter spells this sound? c
- Say the five list words that have two syllables. Tap as you say each syllable. Do you hear a vowel sound in each syllable? yes Write the words. master matter sitting bark Use the syllables to help you spell these words. because

42

### Study Helps

**Exercise 1:** The sound /ä/ + r as in car is represented /ä/ + /r/ to be consistent with other vowel + /r/ combinations. This sound may vary locally among speakers of different origins. The southern English will omit the /r/; the Scots and Irish may trill it; there may be variations of the vowel sound from /a/ to /o/. But, whatever the pronunciation, what is important is that the sound /ä/ + /r/ as in car should be related to the spelling **ar**.

Make sure that the pupils identify the diacritical mark on the ä as a pair of dots.

**Exercise 3:** Be prepared for variations in the vowel sound as described in unit 2, exercise 2 (note).

Ask pupils to find another word on the page that illustrates a /k/ written c.

**Exercise 4:** The words in this exercise could be used as a diagnostic test of the pupils' knowledge of the short vowel + double consonant spelling pattern. Draw the pupils' attention to the two words bar and barrel and ask how the spelling shows the difference between the two sounds spelled with the letter a.



5. Write the list words that have double consonants. Circle the double consonant letters. matter sitting barrel
6. Say and write the word **barrel**.  
Notice that /a/ is followed by a double consonant—rr.  
Use the five-step study method to help you learn this word.

7. Say and write the word **because**.  
How many syllables do you hear? two  
What is the vowel sound in the first syllable? /i/  
Circle the letter that spells this sound.  
What is the vowel sound in the second syllable? /o/  
because  
Underline the letters that spell this sound.



Remember

/ä/ + /r/ can be spelled **ar** as in **bark**

### Extending Your Spelling Skills

1. Write all the list words you can find in this puzzle.

b	e	c	a	n	s	e		
m				b	m		t	m
a	d	t	s	a	a	r		a
s	e	b	a	r	r	e	l	t
t		a	n		t		s	t
e	c	r	d		m	r	l	e
r		k		a	p	d		r

Across  
because  
barrel

Down  
master  
bark  
sand  
bar  
smart  
matter

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Be sure that all the pupils understand the concept syllable. If any have forgotten it, take them through this exercise orally adding two syllable words from Unit 8 such as bigger, closer, sisters, etc.

**Exercise 6:** Since pronunciation of words spelled **-arr-** (barrel, carry) varies from (är) to (er), carry and marry may or may not rhyme with berry and merry depending on the speaker's dialect. The one consistent feature in these words is the double consonant signalling a short vowel.

**Exercise 7:** Remind pupils to use the five-step study method on this word, too, if they still have problems.

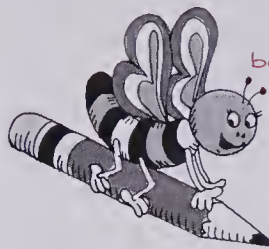
### Extending Your Spelling Skills

**Exercise 1:** Remind the pupils to look for words going down the columns as well as across the rows. Tell them that there are eight to be found. If there are any pupils to whom this type of puzzle is new, copy it onto the chalkboard and have them circle the words and then copy them into their notebooks.

Exercise 2: Since proofreading is a necessary skill for pupils to acquire, such exercises as this should be worked through orally with all the pupils, the only exceptions being those who have demonstrated superior ability in spelling and proofreading.

Explain to the pupils that they will only be able to spot spelling mistakes if they have really clear, sharp, focussed pictures of the words in their memory. For this reason, they must, when studying words, look at each word, letter by letter, noting any unusual digraphs, double letters or spelling patterns. Then they must look at the word as a whole. If the word is as long as seven or eight letters, they should look at it syllable by syllable, but always as a final step, looking at the whole word.

Some pupils may have stronger auditory sense than visual. They are at a disadvantage but should be encouraged to read the words aloud so that they have a chance of catching such mis-spellings as mater and siting. However, this procedure will not help them with such words as barrking and kub. For this reason they should be encouraged to become what Dolch calls "mind-spellers," aware of the rules of letter combinations.



2. Read Spelling Bee's story. Find all the spelling mistakes. Then rewrite the story. Be sure to spell all the words correctly.

My dog was barking and barking. I said to Mom, "Something is the mater because Rover is too smart to bark at nothing." Mom looked out of the window. She was shocked to see a little bear kub siting in the sand behind our rain barell. We watched the kub. Soon the kub's mother came and gave him a slap. He ran around the barell and dashed off into the woods.

1	2	3	4	5
a	b	c	d	e

6	7	8	9	10
f	g	h	i	j

11	12	13	14	15
k	l	m	n	o

16	17	18	19	20
p	q	r	s	t

21	22	23	24	25
u	v	w	x	y

3. Some words in the sentences below are written in a code. Use the number code to write the words.

1. Our dog is 19 + 13 + 1 + 18 + 20 because it doesn't 2 + 1 + 18 + 11 during our 1 + 18 + 20 lesson.
2. Their 16 + 1 + 18 + 18 + 15 + 20 is red and green and blue.
3. We gave the rabbit our 3 + 1 + 18 + 18 + 15 + 20.
4. The wall was covered with black 13 + 1 + 18 + 11 + 19.

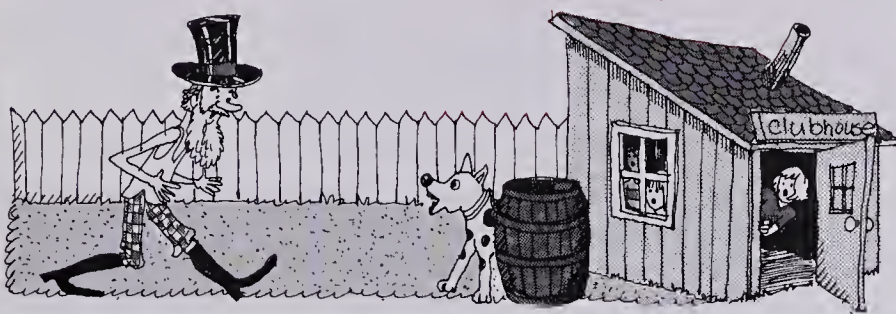
For example, an examination of a few common words would show that the English language uses double consonants or consonant blends but not both together; similarly **k** as an initial consonant appears, in English words, rarely before **a**, even more rarely before **o** and never before **u**. Such generalizations cannot be taught formally in any concentrated fashion at this grade level but pupils who are poor visualizers should be encouraged to develop rules for themselves and to refine their rules as they encounter more and more words.

Exercise 3: Do the first two sentences with any pupils who are unfamiliar with codes. Variations of this type of exercise are likely to appear from time to time.





4. Complete these sentences with either a or an.
  1. She ate an apple, an orange and a carrot.
  2. They found an empty barrel on a beach.
5. Use these clues to write list words in your book.  
Use the clue numbers when you write the words.
  1. the opposite of slave master
  2. not the whole part
  3. the covering of a tree bark
  4. clever smart
6. Does this picture make you think of a story?  
Write the story.  
Proofread your writing for spelling and punctuation, and then give it to a classmate to read. *Individual responses*



### Unit Test

How many words did you get right on this test?  
Be sure to record your score.

45

*Exercise 6:* Some pupils will be able to start the story almost at once, others will need some help.

You could proceed by asking the pupils to identify the characters in the picture. Get them to imagine what is going on. Suggest that they look at the list words for clues. Brainstorm with them, accepting any plausible interpretation of the picture—even some implausible ones if they appear to lead to interesting results. Have them conjecture what preceded the situation illustrated in the picture and, from this information, predict the outcome. Try to get many different suggestions.

When you have generated an adequate range of content, ask the pupils which of the characters in the picture is going to tell the story. Will it be an onlooker, one of the children in the club house, the strange figure approaching it, or the dog?

Remind them when they have finished writing to proofread their work. You may suggest they work in pairs or groups to read and proofread each other's stories. Allow them time to exchange stories with other groups or "publish" the best on the bulletin board. Any story on public display must have been thoroughly proofread and edited by the writer and checked by the teacher.

*Exercise 4:* Ask the pupils to formulate a generalization about the use of **a** and **an**. Have them test the generalization by consulting a story in their reader or any one of their textbooks.

# Unit 10

## Objective

To spell and use in context the high-utility words listed in this unit.

## Enabling Objectives

- To hear and identify the vowel sound /ē/ as in clean.
- To recognize that /ē/ can be spelled in different ways: **e** as in she, **ee** as in cheese, **ea** as in eat and **ie** as in piece.

## Pretest

### Dictation

I had a strange dream last night.  
Will you please come and help me.  
They had to leave the arena after the second period.  
The fire chief let us try on his helmet.  
May I have another piece of pie?  
The visitors could hardly believe their eyes.  
The farmer sent his sheep to market.  
In the spring, the creek is full of tadpoles.  
The patient is sleeping soundly.  
He bet his friend a dime that the home team would win.  
After the shower, the grass was too wet to cut.  
Our yard is covered with snow.  
I asked my friend to help me.  
The boys said they would help.

Pupils who have no spelling mistakes in the pretest should be directed straight to the section, "Extending Your Spelling Skills". Other pupils should be directed to those exercises that deal specifically with the type(s) of error made by the individual.

# 10

dream ✓  
please ✓  
leave ✓  
chief ✓  
piece ✓  
believe  
sheep ✓  
creek ✓  
sleeping ✓  
bet  
wet  
yard  
friend  
they

## Pretest

How many words did you get right on the pretest?  
Record your score.  
Write the words you misspelled in your spelling record.  
Use the study method to help you learn the words you misspelled.

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## Study Helps

- Read this sentence. Look at the underlined words.

She eats a piece of cheese with her pie.

What vowel sound do you hear in the underlined words? /ē/



Notice how /ē/ is spelled in the underlined words. **e** **ea** **ie** **ee**

Write the word in which /ē/ is spelled **ea**. **eats**

Write the word in which /ē/ is spelled **ee**. **cheese**

Write the word in which /ē/ is spelled **ie**. **piece**

Write the word in which /ē/ is spelled **e**. **she**

- Copy this chart in your book.  
Look at the word list. Say all the **ee**, **ie**, and **ea** words.  
Write the words under the correct headings in the chart.

/ē/		
ee	ea	ie
sheep creek sleeping	dream please leave	chief piece believe

Which **ie** word did not fit in the chart?

- Say and write the word **friend**. Look at it.  
What vowel sound do you hear? /e/  
Circle the letters that spell this sound. **friend**  
Write the other two list words that have /e/.  
**bet** **wet**

**Exercise 1:** Of the four spellings listed here, the easiest one to deal with is **e**. Ask the pupils to give you as many words as they can that end in /ē/ spelled **e**. They will soon discover that this spelling pattern is restricted to a very few words: she, he, we, me, be (and ye, re).

The **ie** spelling has a feature that is demonstrated by the two words in the sentence piece and pie; in one word it is used to spell /ē/ and in the other /ī/. If pupils list the /ē/ words spelled **ie** and write beside each one an /ī/ word spelled **ie** (make sure that it's a base word), a pattern becomes clear:

chief	pie
piece	tie
believe	lie

/ē/ at the end of a word is never spelled with **ie**, only when it comes between consonants.

The final /ē/ is mostly spelled either **ea** or **ee** and there is no rule to separate the spellings. Whatever confusion the two spellings may cause in writing they do at least allow us to differentiate homophones when reading (see/sea, reed/read, beet/beat). All that we can do in these circumstances is to have the pupils





4. If you found some of the list words difficult, use the LOOK SAY COVER WRITE CHECK method to help you learn these words.

You may also try this:

Put the difficult word on a card.

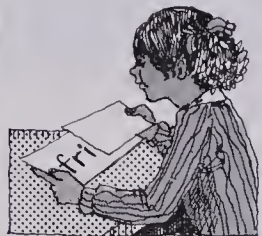
Use a blank card to cover the word.

Slowly slide the blank card across the word so that you can see more and more of the word.

Now slide the blank card across the word more quickly as you say the word.

Turn the card over and write the word.

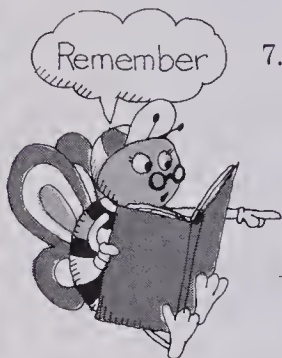
Check your spelling.



5. Say and write the word they. Look at it. What vowel sound do you hear? /ā/ Which letters spell /ā/? ey

6. Say and write the word believe. How many syllables do you hear? two How many vowel sounds are there? two What letters spell the second vowel sound? ie Write the other two-syllable list word. sleeping Write its base word. sleep What ending was added to the base word? ing

7. Say and write the word that has /ä/ + /r/. Circle the consonant letter at the beginning of the word. yard



/ē/ can be spelled ea as in dream  
can be spelled ee as in sheep  
can be spelled ie as in chief

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*Exercise 5:* If any pupils have problems with the spelling of they, have them write the word and then immediately underneath, the word them. Next, have them box in the two vowels:

they  
them

This will help them to form a connection between the spelling of the two words.

*Exercise 6:* It might be useful to go one step further in this exercise and compare the two words to show that believe is a two syllable base word and not divisible. You could also suggest the pupils look back at previous units to find other words like believe (barrel, surprise, sister, etc.).

look at /ē/ words carefully to determine how the vowel sound is spelled and develop their own mnemonic devices.

*Exercise 3:* Tell the pupils that friend is an odd word; it is the only one in which /e/ is spelled ie. The common misspelling "fren" illustrates another frequent error arising from the dropping of the final element of the blend. Advise pupils to "remember the end of friend."

*Exercise 4:* The study method outlined in this exercise is particularly useful for those pupils who tend to reverse the order of letters in a word. Such pupils should be encouraged to use the method regularly.

To make sure the pupils understand the instructions, demonstrate the method by writing the words on the chalkboard and uncovering them letter by letter. Since not all pupils can benefit from this device, keep it as an option.

*Remember:* One way to help pupils sort out the spelling of /ē/ words is to have them start a chart. Have them draw up columns headed e, e — e, ee, ea, ie and advise them to leave space for other columns. As they come across words that use any of the spellings they have listed, they can add them to the chart. In this way, the pupils see words with the same spelling grouped together. The words become "chained" so that the recall of one word can help with the spelling of another. The act of writing a word in a specific column helps to reinforce the spelling.

## Extending Your Spelling Skills

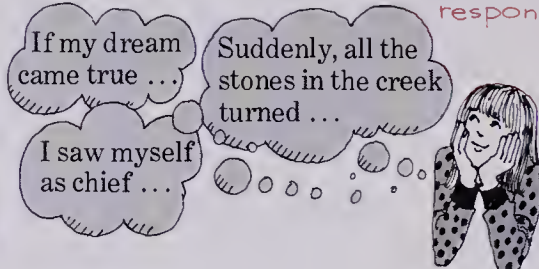
1. Your teacher will dictate these sentences.

1. They believe the story told by the fire chief.
2. We play ball in the school yard.
3. My friend had a bad dream.
4. Please look after the sheep by the creek.
5. Do not leave your wet boots in the hall.

Proofread your sentences for spelling.  
Correct the words you misspelled.

2. Do you daydream?

Complete each of these daydreams with one or two sentences of your own. *Individual responses*



Proofread your sentences for spelling, punctuation and capitalization.

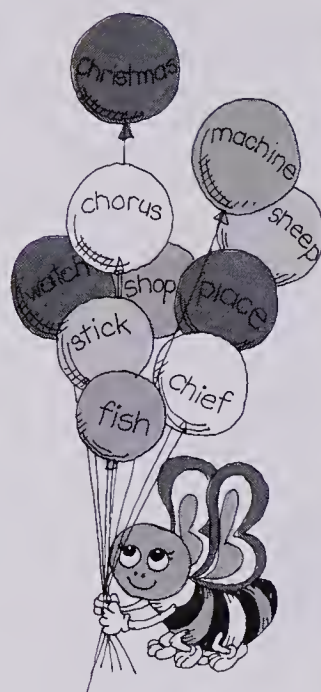
3. Say and write the words chief and sheep. Circle the letters at the beginning of each word that spell a special sound. *chief sheep*

Help Spelling Bee buy some balloons that have words with either /ch/ or /sh/ on them.

*chief fish sheep shop watch machine*

Which balloons did Spelling Bee buy?

Draw Spelling Bee's balloons in your notebook.



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## Extending Your Spelling Skills

**Exercise 1:** Continue to encourage pupils to write the complete sentence. Tell them to try to remember the sense of the sentence not just the sequence of words, since knowing the sense will enable them to recall words.

**Exercise 2:** Do not make arrangements for pupils to share their written work unless they wish to do so. Daydreams may be too personal.

**Exercise 3:** The sound /sh/ is spelled **sh** in all words of Anglo-Saxon origin; the **ch** spelling in machine tells us that it is recent, borrowed from French (like chalet, chef, chute, Chevrolet, etc.).

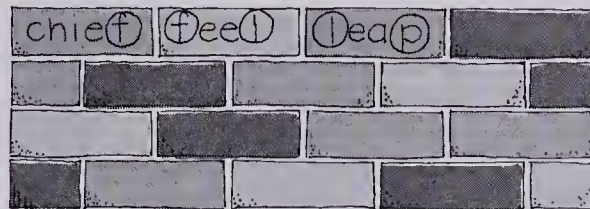
Draw the attention of the pupils to the change in the spelling of /ch/ to **tch** in watch and warn them to "watch" for similar spellings.



4. Build an /ē/ wall in your book. Write the word chief on the first brick. Then use the last letter of chief to begin the next word. Continue to use the last letter of a word as the beginning letter of the next word.
- The first three bricks are done for you.  
How many bricks can you put on the wall?

Possible response:

peach neat thief  
heap team feast  
peel meat team  
leak teach meal  
keen heat lean



5. Spelling Bee is writing a story.

One day, while I was sleeping,  
I had a dream. I dreamed I was  
the chief of all the animals.  
I could make them do whatever  
I chose. I made the sheep leave  
their fields and swim in the  
creeks. Then the fish had to  
jump out of the creeks .....

What else do you think Spelling Bee dreamed?  
Finish the story. *Individual responses*

### Unit Test

How many words did you spell correctly on this test?  
Be sure to record your score.  
Add the words which you found difficult to your special  
study list.

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### Unit Test

Exercise 4: Check the "bricks" in each pupil's wall to make sure that all the words are, in fact, /ē/ words. Mistakes could be helpful in your diagnosis of the pupil's problems.

Check the pre-test and final test results to find out whether the same mistakes in the spelling of /ē/ words occur in both. If such is the case, check the chart the pupil made in "Study Helps," exercise 2. If that is all correct, then suggest that the pupil use the five step study method on his/her difficult words.

## Unit 11

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To hear and identify the consonant sound /j/.
- To recognize that /j/ may be spelled **j** or **ge** or **g**.
- To apply this knowledge as an aid to spelling words that contain the sound /j/.

### Pretest

#### Dictation

The woman was a stranger to me.  
I'd like to have an orange please.  
She had just enough change for the phone call.

A frightened rabbit bolted across the road in front of us.

We clambered over the rocks in search of fossils.

The gale drove the waves far up the shore.

My mother mends our broken cups.

The plane swooped over the field.  
Our school bus takes twenty-four passengers.

We let the bird out of its cage.

The criminal was sent to jail.

The thickness of the jungle slowed down the explorers.

I don't know where she put it.

First we sang, then we played games.

# 11

stranger

orange

change

across

rocks

drove

broken

plane

takes

cage

jail

jungle

where

then

**Pretest**

How many words did you spell correctly on the pretest?

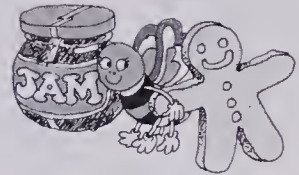
If you misspelled any words, look at the words carefully to see why and where you misspelled them.

Write the words in your spelling record.

### Study Helps

1. Read this sentence. Listen for /j/ in the underlined words.

Spelling Bee takes the jar of jam and the gingerbread.



What letter spells /j/ in each of these words? Notice that in gingerbread, /j/ is spelled with the letter **g**.

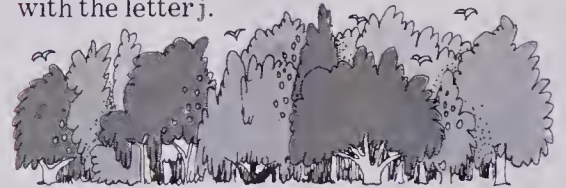
2. Say and write these words:

orange      change      cage



orange      change      cage  
Circle the last two letters in each word. Notice that /j/ at the end of the words is spelled with the letters **ge**.

jail      jungle  
Write two list words in which /j/ is spelled with the letter **j**.



3. Say the word jungle.

How many syllables do you hear? Write the word. **two syllables**

What sound does the letter **g** spell? **/g/**  
Notice how the last syllable is spelled.

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### Study Helps

*Exercises 1 and 2:* The sound /j/ is spelled **j** initially before any vowel letter (jam, jelly, jig, joke, jug) and **g** only before **e** or **i/y** (gentle, giant, gypsy). However, in medial and final positions /j/ is nearly always spelled **ge** or **g** if followed by **i/y** (cage, raging, gorgeous, prodigy, prodigious). The spelling **-dge** for /j/ occurs only when the immediately preceding vowel is short and is regular in this position (badge, hedge, ridge, lodge, judge).

It is important that the pupils circle both letters in the words orange, change and cage, and recognize that **ge** is a digraph that spells /j/.

The good spellers might be interested to collect words that have a medial or final /j/ spelled **j**. Start them off with banjo and major and see how many they can find.





4. Write the words in which you hear /j/.  
In each word, circle the letter or letters that spell /j/.

stranger	change	gentle
job	giraffe	jail
orange	grow	grand
bag	cage	jungle

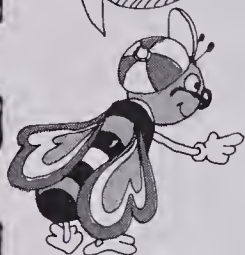
5. Say and write the word **where**.  
Listen for the beginning consonant sound.  
Circle the letters that spell this sound. **where**  
Say these words. Listen for the beginning consonant sound in each word.

what when which who

6. Say and write the two list words in which you hear /ō/. **drove broken**  
Underline the letters that spell /ō/.

7. Say and write the word across.  
What consonant sound does c spell? /k/  
Say and write the list word in which /k/ is spelled ck. **rocks**  
Say and write the list words in which /k/ is spelled k. **broken takes**

Remember



In some words, /j/ is spelled with the letter **j**, as in **jail**.  
In some words, /j/ is spelled with the letters **ge**, as in **cage**.

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**Exercise 4:** Suggest to the pupils that they put the words with an initial /j/ in one column and the medial and final /j/s in another. Elicit from them the fact that the **j** spelling is limited to the first column.

**Exercise 5:** Usage is divided on the pronunciation of **wh**. The tendency seems to be a move toward /w/ away from /hw/.

If pupils confuse where with its homophone wear, link where with its cognates here and there. Dramatise the connection:

"Where?" "Here and there."

**Exercise 6:** Ask the pupils to say which spelling pattern for /ō/ is being used in these two words.

**Exercise 7:** Another piece of research for the good spellers could be to investigate the occurrence of the **ck** spelling for /k/. Have them collect words ending in /k/ and try to write a "Remember" for the spellings of the sound.

## Extending Your Spelling Skills

**Exercise 1:** The differences in meaning may not be clear to pupils. First, have them state what is being referred to in each of the numbered meanings. The difference between number 3 and number 4 is simple to explain if the pupils already know the word classes noun and adjective, by those or any other names. Next, put the word in different contexts and discuss the meaning of orange in each.

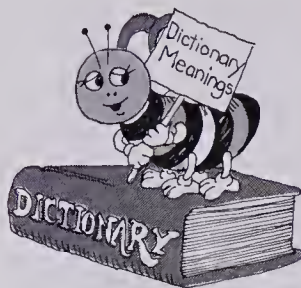
For example:

That tree is an orange, not a lemon.

That's an orange tree.

That tree is orange.

You may find it necessary to discuss the ambiguity of the second and third sentences. Ask the pupils to supply a context for the sentence that would clarify the meaning. Start to develop the notion that we cannot separate meaning and context.



## Extending Your Spelling Skills

1. A dictionary gives the meanings of words. Most words have more than one meaning. The different meanings for an entry word help us to understand the word better, and to use it in different ways.

Read the meanings for the entry word orange.

**orange** (ôr'inj) 1 a round, reddish-yellow, juicy fruit that is good to eat: *Oranges grow in warm climates.* 2 the tree it grows on. 3 the color made by mixing red and yellow. 4 of or having this color: *She wore an orange dress.*

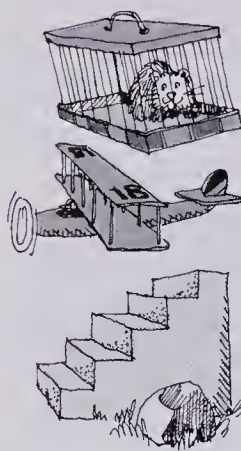
What are the meanings of the word orange in these sentences?

The orange is sweet and juicy. 1

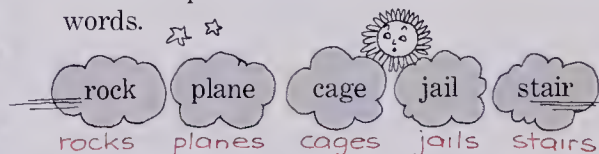
You mix red and yellow to get orange. 3.

She wore an orange dress. 4.

When you look up the meaning of a word, be sure to choose the correct meaning for your sentence.



2. Write the plural form for each of these base words.



3. Write as many words as you can that rhyme with these pairs of words. *Individual responses*

cage and page  
takes and brakes  
mane and plane  
pail and jail

stove and drove  
locks and rocks  
where and pear  
pen and then

**Exercise 3:** Point out to the pupils the rhyming pair where and pear and check that they know that *sound* is the sole criterion of rhyme, not spelling.

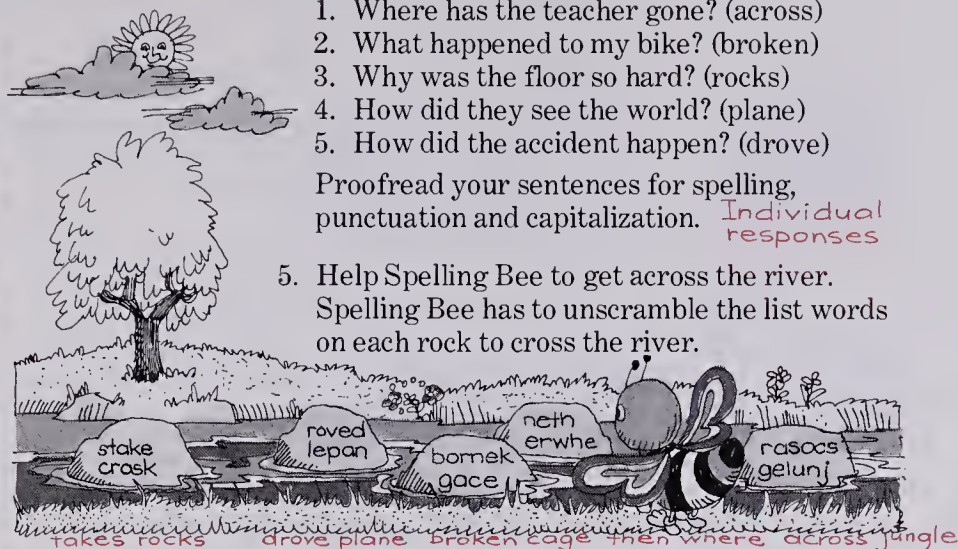


4. Answer each question in a sentence.  
In your answer use the word in brackets.

1. Where has the teacher gone? (across)
2. What happened to my bike? (broken)
3. Why was the floor so hard? (rocks)
4. How did they see the world? (plane)
5. How did the accident happen? (drove)

Proofread your sentences for spelling, punctuation and capitalization. *Individual responses*

5. Help Spelling Bee to get across the river. Spelling Bee has to unscramble the list words on each rock to cross the river.



6. Rearrange these words to write complete sentences in your book. All punctuation and capital letters have been left out.

- |  |
|--|
| 1. change buy orange you an to have do                         |
| 2. the went rocks over stranger the walked and the into jungle |
| 3. plane the i know broken is where                            |

1. Do you have change to buy an orange?
2. The stranger walked over the rocks and went into the jungle.
3. I know where the plane is broken.  
or  
I know where the broken plane is.

### Unit Test

How many words did you get right on this test?  
Did you misspell any words in both the pretest and the unit test?  
Be sure to record your score.  
Add any words that you found hard to your problem word list.

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*Exercise 6:* Pupils may need help with these sentences, having no clues in the form of capitals or punctuation marks. They could use the methods outlined in Unit 3, finding the action words and then the actors, fitting the circumstances in appropriately. You may have to remind them that a question is a sentence.

Remind them also that the sentences must make sense. "The stranger went over the jungle and walked into the rocks," although structurally correct, is not acceptable on grounds of common-sense unless, of course, it comes from a story of magic—or science fiction. Note that the third example can be written two different ways.

### Unit Test

Remember to dictate the words in a different order from that used in the pretest.

Check the pupil's self-correction so that you will know what kind of mistakes each pupil tends to make, which mistakes are common to many pupils and, hence, what kinds of review are necessary.

*Exercise 4:* Check that the pupils realize that they must write complete sentences. If there is any doubt, go over the first two orally. Develop the idea that in face-to-face communication we can easily tell whether we are getting our message across by the behavior of the receiver. His/her spoken and body language tells us how much information we need to add to be clear in our communication. In writing we get no such feedback; we must, therefore, write much more than we need say.

*Exercise 5:* Suggest to the pupils who have trouble with this exercise that they write the letters of each scrambled word on small squares of paper and rearrange the letters Scrabble-fashion.

## Objective

To review and extend the use of those high-utility words listed in Units 7—11.

## Enabling Objectives

- To apply the knowledge of the following sound-symbol combinations in writing words:

1. /o/ spelled

**o — consonant — e**

as in rode

**ow** as in own

**oa** as in goat

2. /ī/ spelled **y** as in cry

3. /ä/+ /r/ spelled **ar** as in far

4. /ē/ spelled **ee** as in seed

**ea** as in seat

**ie** as in chief

5. /j/ spelled **j** as in jam

**ge** as in cage

**g** as in gentle

- To apply the knowledge of spelling principles used when adding the endings **s**, **ed**, **ing** and **er** to a base word.

## Looking Back

- Check the list of words that you misspelled in Units 7—11.

For each word in your list:

(1) Say the word.

(2) Decide whether the word is spelled differently from the way it sounds. For example: jail is spelled the way it sounds; friend has an unexpected letter.

(3) Write all the words that are spelled differently from the way they sound.

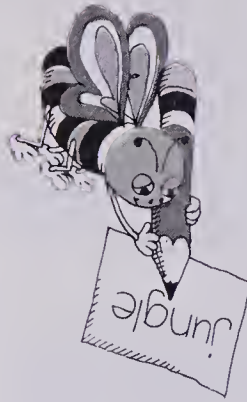
(4) Use the LOOK SAY COVER WRITE CHECK steps to study these words.

(5) Write each word that you find particularly hard on a separate card. Study it by sliding a blank card over it as you did in Unit 10.

- Write the plural form for each of these base words.

friends	planes	stairs	masters
friend	plane	stair	master
rocks	cages	cubs	barrels
rock	cage	cub	barrel
miles	cabins	owners	sisters
mile	cabin	owner	sister

What letter did you add to each of these words to make it plural? **s**



## Looking Back

Since this is a review unit, no pretest is suggested. Pupils should spend time in this unit reviewing and re-studying the words in their problem lists. You may wish to arrange individual pretests by having pairs of pupils dictate each other's problem lists. The results will guide pupils to the words and spelling generalizations that they should concentrate on in this review unit.




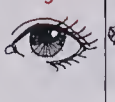






You may need to individualize the activities in this unit by assigning only certain activities for some pupils. If you have a special group of pupils who seem to need extra help, conduct the exercises orally with them and have them write and check the exercises under your direct supervision.

*Exercise 1:* You may have to help individual pupils to diagnose the causes of their misspelling—poor articulation, deficient auditory discrimination, confusion regarding sound-spelling relationships, etc. Give appropriate remedial work in these cases.

Remind pupils that if, after using the five-step study method, they still misspell a word, they must go back to the first step and work through all five again.



3. Write these headings in your book.  
Write the list words from Units 7 — 11 that fit under each heading.

/ō/—o-e	/ō/—ow	/ō/—oa	/ī/—y	/ä/+r/-ar
phone 	crow 	goat 	eye 	star 
/ē/—ee	/ē/—ea	/ē/—ie	/j/—g	/j/—j
feet 	leaf 	thief 	giraffe 	judge 

4. Proofread Spelling Bee's story for spelling and punctuation. Rewrite the story correctly in your book.



The owner of the cabin was last seen when his plain took off. Some believe that a stranger asked him to fly a surprise cargo akros the jungle. A man said that the stranger was carrying a barrel into the plain. Everyone said that the plain may have crashed in the jungle.

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Exercise 3: Check to see whether pupils have included the examples that are made up of a base word together with an ending, such as, closer, owned, trying, stranger.

Encourage proficient spellers to add further examples to their lists. A comparison of the lengths of the lists could give some indication of the relative frequency of the different spelling patterns.

Exercise 4: Make this exercise a group activity for those pupils who still have difficulty with proofreading. Have pupils read one sentence at a time and help them locate the mistakes. Have them tell where the word is wrong and what the correct spelling is. This procedure will indicate to you and to pupils areas that require review.



5. Words that sound the same but have different spellings are called homophones. Write the following words in a list. Beside each word, write a list word that is a homophone.

two road peace no creak plain  
too rode piece know creek plane

Write sentences using the homophones. Use each pair of homophones in one sentence. *Individual responses*

For example: The kite blew away into the blue sky.

6. Add either s, ed or ing to each of the base words below.

surprise close move lie  
believe want try dream

Complete the sentences by choosing the right word for each blank.

It was cold and wet yesterday. We closed the door and moved closer to the fire. We were trying to think of games to play. We were all lying on the rug.

"Ken wants to sleep," said Frank. "And Kelly believes we should tell ghost stories. What do you want to do, Mavis?"

Mavis thought for a moment and surprised them with this idea.

"Let's make paper boats and float them in the bathtub. Stop dreaming Ken. Get up."

*Exercise 5:* Tell pupils to use dictionary skills to find the meaning of any homophone they don't recognize.

You may have to make this exercise into a group activity for those pupils who have composition problems. They could first check the meanings of all the words, then help them think up a situation involving one of the words and then try to work the other word into it. Having discussed the situation to clarify it in the pupil's mind, each could compose his/her own sentence.

*Exercise 6:* Make sure pupils understand that they may insert only one word for each blank, for instance the first inserted word is closed; were closing is not permissible.



7. Add the ending **er** to these base words.

close    own    smart  
dream    move    jail

Use each new word in a sentence.

8. Write verses using made-up names of people to rhyme with words from your word lists.

For example:

Captain Farrel

Brought the barrel.

Now finish these rhymes. *Individual responses*

Master Fief  
Caught the \_\_\_\_\_.

Major Hope  
\_\_\_\_\_.

Sergeant Fry  
\_\_\_\_\_.

Corporal Scamp  
\_\_\_\_\_.

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*Exercise 7:* Once the exercise has been completed, discuss with the pupils the two meanings of **-er** and ask for other examples of each.

*Exercise 8:* Some pupils will have no problems writing verses and may even want to write others. Point out that the rhyming words will all be list words. If the pupils add characters to the list you may need to do some judicious editing in case they choose the names of well-known personalities around the school, for instance, the principal.

With another group of pupils, you may need to conduct a "co-operative" writing activity.

Publish the edited verses on the bulletin board or in the Spelling Centre.

## Review Test

You may wish to select certain words from the previous five units as a test for all the pupils. If you did this in Unit 6, and had the pupils record their results, continue the procedure with this unit.

# Special Unit: TV Words

## Objectives

- To provide diversity in the regular program.
- To develop an awareness and understanding of special words related to television.
- To spell and use in context such special words.

## Teaching Suggestions

This unit is another independent unit like the previous one on the metric system, and may be studied at anytime. Its value is in the large number of words commonly heard and used by pupils in school and in the home. The sixteen words studied in this unit provide a useful basic vocabulary for writing about television.

**Exercise 2:** Before the dictation activity the listed words should be carefully studied. Make sure that the pupils can pronounce all the words accurately. Have them break the words down into syllables, noting particularly the three syllable structure of studio, video and audio.

You may want to study the words in some detail, using some of the spelling patterns already studied. Pupils could collect words that show certain features such as double consonants following a short vowel or schwa, /ō/ spelled **o** in a final position or with the **o — consonant — e** pattern, /k/ spelled **c** before **a** and **o**. One interesting feature that might merit attention is the spelling of /sh/ with **ti** in station and **ci** in commercial.

The **ti** spelling is common enough, but attention could be drawn to the **ci** spelling and the suggestion made that pupils should look out for it. Some common examples are special, social, precious and delicious.

Another similar spelling pattern is the **-si-** in **-sion**, suffixes spelling /zh/ as in television, a pattern the pupils will have already encountered in division.

A sign of incipient sound change may be observed in the pronunciations /stujo/ and /vijo/ for studio and video in which words the combination /dī/ is following the same path as **-ti-**, **-ci-**, and **-si-** have in the words discussed in the previous paragraph.

**Exercise 3:** If any pupils are puzzled, tell them that all the answers are to be found among the words listed in Exercise 2.

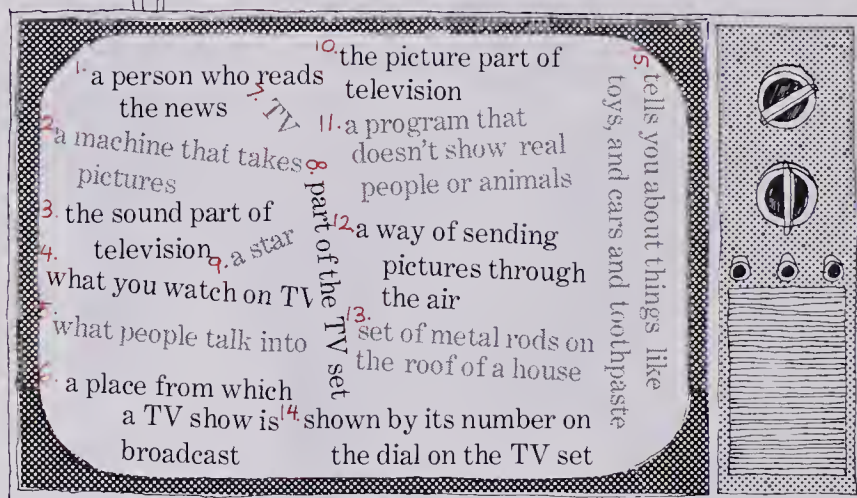
1. announcer
2. camera
3. audio
4. program
5. microphone
6. studio or station
7. television
8. screen
9. actor
10. video
11. cartoon
12. telecast
13. antenna
14. channel
15. commercial

## TV Words

1. Most of us watch television when there is a good program on, or sometimes just when we have nothing to do.  
List your favorite TV programs. Write one or two sentences that tell why you like each of these shows.
2. Here are some TV words that you often hear. Have a classmate dictate them to you. Listen carefully to each word. Check your spelling with the book.

channel	television	camera	screen
telecast	microphone	actor	announcer
station	antenna	video	cartoon
studio	program	audio	commercial

3. Write a TV word that matches each of the clues below.





4. Write a TV word that rhymes with each of these words. station channel actor

screen green nation panel tractor

5. Find the TV words in this puzzle. Write them in your notebook.

				n	c	a	m	e	r	a
	t	e	l	e	v	i	s	i	o	n
z	e	c		t	a	p	i	n	g	e
a	l		a	w		d	b	v		w
c	e	w		o		b		i		s
t	c	s	c	r	e	e	n	d	b	c
o	a		s	k			c	e	f	a
r	s	d	i	r	e	c	t	o	r	s
s	t	a	t	i	o	n			a	t

#### Across

camera  
television  
taping  
screen  
director  
direct  
directors  
station

#### Down

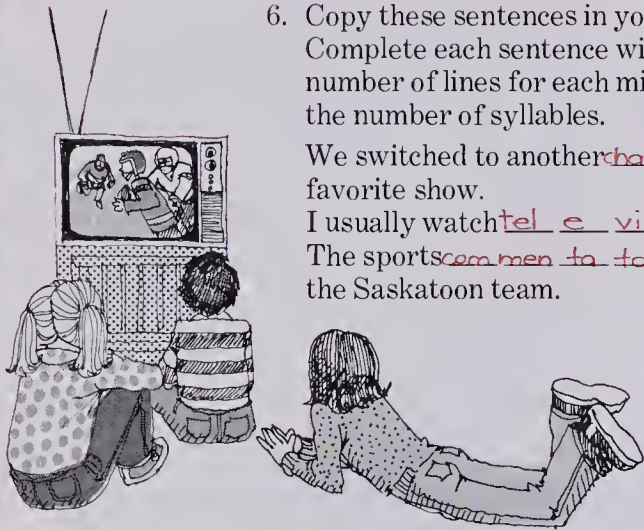
actors-actor  
telecast  
network  
video  
newscast

6. Copy these sentences in your notebook. Complete each sentence with a TV word. The number of lines for each missing word shows the number of syllables.

We switched to another channel to get my favorite show.

I usually watch television after supper.

The sports commentator seemed to prefer the Saskatoon team.



Exercise 4: Draw the pupils attention to the single **n** in panel contrasting with the **nn** in channel.

Exercise 5: Remind pupils to look down as well as across.

Exercise 6: Remind pupils to proofread what they have copied as well as what they inserted.

### Supplementary Exercise

Here are some TV words written in dictionary pronunciation symbols. Say each word then write it in your book in ordinary spelling.

(tel ə vish ən) (kam ə r ə)

(stü dē ō) (kə mer shəl)

(ə noun sər) (stā shən)

## Unit 13

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To recognize that the endings /d/, /t/ and /ed/ are all spelled **ed**.
- To develop an understanding of dictionary pronunciation symbols.

### Pretest

*Dictation.*

My father takes me hunting every fall.

I like reading about cars.

Beware of falling rocks!

We sat talking about the game all evening.

At last I have learned to skate.

The bus had already passed the end of our street.

The cushion was stuffed with feathers.

I dreamed we won the trophy.

Many villagers watched all night for the boats.

They were still watching the next morning.

I was thinking about our play.

They were climbing trees to escape from the flood.

In spite of the cold, the engine started easily.

I have never heard of that.

# 13

Base Words and Endings



hunting  
reading  
falling  
talking  
learned  
passed  
stuffed  
dreamed  
watched  
watching  
thinking  
climbing  
started  
heard

### Pretest

How many words did you get right on the pretest?

How many words did you find hard to spell?

List these words in your spelling record.

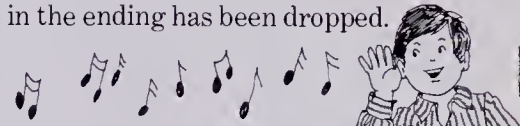
### Study Helps

1. All the list words are base words + endings. Write the list words with the **ing** ending. Write the base word of each. (hunting reading falling talking watching thinking climbing)

2. Write the list words with the **ed** ending. Write the base word of each. (learned passed stuffed dreamed watched heard started) Did you write **hear** as the base word of **heard**?

Notice: **hear** + (e)d = **heard**

The e in the ending has been dropped.



3. Read the list of **ing** words. How many syllables are there in each word? What is the last syllable in each word? **ing** <sup>+two</sup>

4. Read the list of **ed** words. How many syllables are there in each word except one? **one** Which word has two syllables? **started** What is the last syllable of **started**? **ed** Notice that, in some words, the **ed** ending forms a syllable. In others, the **ed** ending is pronounced /d/ or /t/.

5. Write **heard**. Circle the letters that spell /è/ + /r/. **heard** Write the other list word that has the same spelling for /è/ + /r/. **learned**

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### Study Helps

*Exercises 1 — 4:* These exercises constitute a useful review of several different concepts and spelling patterns:

base word

ending

syllable

**ed** and **ing** endings

**ed** spelling of /d/, /t/ and /əd/ endings.

If you have started to write all fourteen words on the chalkboard when checking the pretest, make sure that all the pupils are coping adequately. Circulate among the pupils and supervise their checking of the words. Be sure that pupils continue to examine each error they make in order to help themselves in the study of each word. Help in the analysis of errors by suggesting that they locate the position of the error. Was it at the beginning, in the middle, or at the end of the word? Did it involve vowels or consonants?

Continue to have the pupils record their results and the analysis of errors.



6. Say and write the word climbing. *climbing*  
Write its base word. *climb*  
What is the last sound in the base word? /m/  
Notice that, in climb, /m/ is spelled with the letters mb.  
Some other words that have this spelling are crumb and numb.

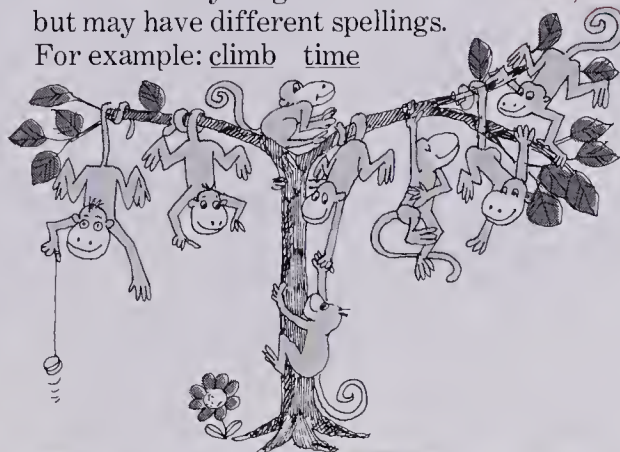
7. Write the list words that have double consonants. *falling passed stuffed*

8. Write the base word of dreamed. *dream*  
Write words that rhyme with dream.

*Individual responses*

9. Write the base word of climbing. *climb*  
Write words that rhyme with climb. *Individual responses*  
Remember rhyming words sound the same, but may have different spellings.  
For example: climb time

Remember



Many words are formed by adding ing or ed to a base word, as in hunt, hunting, hunted.

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**Exercise 6:** The **mb** spelling for /m/ in climb represents an earlier blend from which the second element has been lost. The /m/ pronunciation is retained in all the inflected and derivative forms of these words with the sole exception of bombard (both verb and noun) and bombardier in which both the **m** and **b** are pronounced; (compare these words with bombed, bomber and bombing).

Since many of the words in this group are in common use, all pupils could make a collection of them in their private word lists.

Other words that have this spelling are:

lamb, limb, dumb, thumb,  
plumber, comb, tomb.

**Exercise 9:** An examination of the spelling of the rhyming words will reveal the uniqueness of the spelling of climb since, apart from a few words such as rhyme and thyme, all will end in -ime.

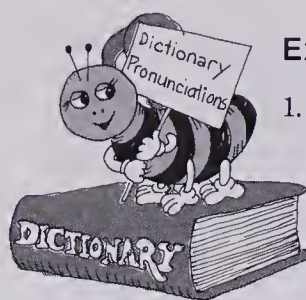
Since the concepts listed are fundamental to an understanding of spelling, any vaguenesses or misunderstandings should be dealt with at this point. As a further check, have the pupils interchange the endings of the list words, that is, add the ending **-ed** to the base words that in the list are combined with **-ing**, and vice versa. This procedure will also review verbs that have a vowel change in the past form (thinking — thought, reading — read and heard — hearing). It will also illustrate the three variants for the **ed** spelling.

hunted /d/  
talked /t/  
climbed /d/

**Exercise 5:** The ear spelling of /è/ + /r/ is limited to about a dozen common words: earl, early, earn, earnest, earth, heard, hearse, learn, pearl, rehearse, rehearsal, search and yearn. You might consider passing on this fact to some or all of your good spellers and have them try to compile the complete list from their reading, entering each word as it is found on a chart in the Spelling Centre.

## Extending Your Spelling Skills

**Exercise 1:** Up to this point, sounds have been indicated by the sign / /, but in the dictionary entries they are indicated by brackets ( ). The sound symbols used inside the brackets are those that have been used regularly in this series. The pupils should not have difficulty transferring their understanding of sound symbols from one system to the other, when the relationship is pointed out to them. Some pupils may be new to the series and will require more specific instruction. As you go through the exercise draw the parallels between (bēd) and /b/ /ē/ /d/. If necessary rewrite all the dictionary pronunciation symbols in the more familiar form ((siv) = /s/ /i/ /v/) until every pupil has made the connection clearly and unmistakably.



**climb** (klīm) go up; to climb a hill, to climb a ladder.

**sieve** (siv) a utensil having holes that let liquids and smaller pieces pass through, but not the larger pieces. *Shaking flour through a sieve breaks up lumps.*

**stuff** (stuf) what a thing is made of; material: *She bought some white stuff for curtains.*

**talk** (tok or tōk) 1 use words; speak: *Baby is learning to talk.* 2 use in speaking: *Can you talk French?*

**watch** (woch) a device for telling time, small enough to be carried in a pocket or worn on the wrist.

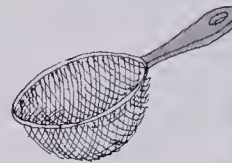
**yacht** (yot) a boat for pleasure trips or for racing.

## Extending Your Spelling Skills

1. A dictionary will help you to find out how to *pronounce* a word. The *pronunciation* of each entry word in a dictionary is shown in brackets right after the entry word. Each *sound* in a word has its own *symbol*, like this:

bead (bēd)

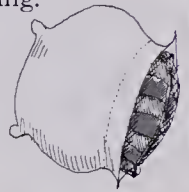
Look at each picture and the pronunciation of the picture word. Say each word. Find the word in the list at the left and write each picture word with its right spelling.



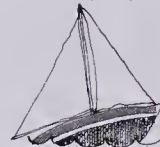
(siv) sieve



(klīm) climb



(stuf) stuff



(yot) yacht



(woch) watch



(tok) talk

2. Complete the sentences with list words that are formed from the underlined base words.

I could read all day.

Do you like reading?

I won't fall down.

Oh-oh! I am ... I'm falling.

Let's watch the ball game.

We all watched the whole game.

We ate popcorn while we were watching.

The emphasis in this exercise is not so much in the spelling of the particular words as in the symbols used in the dictionary to indicate sounds.

Make sure that the pupils understand the terms pronounce, pronunciation and symbol, and can say them correctly. Point out the variation in pronunciation and spelling between the first two terms.

Incidentally the **ie** spelling of /i/ is restricted to sieve, mischief, kerchief and their derivatives.





3. Spelling Bee is practising spelling. Help Spelling Bee pick the words to which both *ed* and *ing* can be added.

Write the words in a column. Beside each word, write the *ed* and *ing* forms.

talked	passed	cried			
talking	passing	crying			
talk	pass	fly	cry	think	run
fall	see	hunt	dream	hear	watch
		hunted	dreamed	heard	watched
		hunting	dreaming	hearing	watching

4. Write a story about this picture. *Individual responses*



Be sure to proofread your writing.

### Unit Test

Record your score.

Compare your score with your pretest score.

Did you misspell any of the same words?

If you did, look at each one carefully, to see why you misspelled it.

Write each of these words in your problem word list.

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**Exercise 4:** This exercise fulfils one of the main objectives of spelling, that is, to use the words in context. Emphasis should therefore be placed on the pupils using list words as far as possible, but not so mechanically as to turn the exercise from a story into a verbal puzzle. Discuss the picture with the pupils, identifying activities that involve list words but leaving the actual narrative to the individual pupils.

Slow starters may need additional help even to the extent of a co-operative writing session in which the story is composed by a group and written on the chalkboard. When the story is to be copied into the pupil's notebook, allow him/her to make any changes that would individualize the story.

Make arrangements for pupils to share their work with one another.

### Unit Test

Remember to dictate the words in a different order from that of the list.

Try to find time to discuss individual pupil's test results, particularly with those pupils who have made errors. Discuss their own analysis of their errors, and make sure that difficult words are recorded correctly on their charts and in their special lists. Try to emphasize that we learn from our mistakes, particularly if we examine the words carefully to see where the mistake occurred, write the word correctly, and then study it.

**Exercise 3:** The responses to this exercise will reveal weaknesses in pupils' knowledge of irregular past forms that involve a change of vowel as well as base words.

The past form of dream exists in two forms both correct, /drēmd/ spelled dreamed and /drem(p)t/ spelled dreamt. In the interests of ease of spelling and language uniformity, the first version would seem to be preferred. However, pupils who say /drem(p)t/ should not be forced to change their pronunciation but merely encouraged to use the regular spelling, dreamed.

## Unit 14

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To identify words in which **e** is dropped from the base word when **ing** is added.
- To apply this knowledge in writing words with an **-ing** ending.
- To identify words in which the consonant sound /ch/ is spelled **-tch**.

### Pretest

#### Dictation

Our puppy chased the chickens around the yard.

They were dressed in their Hallowe'en costumes.

We missed you while you were away.

Their team scored first.

The children laughed at the clowns.

A bull-dozer pushed the earth into the trench.

We used too much paper last month.

The class was laughing at my jokes.

I'm making a kite for you.

Next week we are moving to Vancouver.

What are you taking with you?

They were racing along on their bikes.

I'd like you to watch this film.

When are you coming home?

# 14

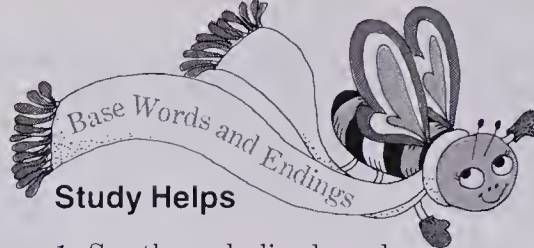
chased  
dressed  
missed  
scored  
laughed  
pushed  
used  
laughing  
making  
moving  
taking  
racing  
watch  
coming

### Pretest

How many words did you get right on the pretest?

Study the words you misspelled to see why and where you went wrong.

Write the words you misspelled in your spelling record.



### Study Helps

1. Say the underlined words.

We laughed and played as we chased the funny clown.



Which words end with /t/? laughed chased  
Which word ends with /d/? played

2. Say and write the list words in which **ed** spell /d/.

scored used

How many syllables do you hear in each word? one

Beside each word, write the base word. score use

What must you remember to do when the ending **ed** is added to base words that end with **e**? drop the final e of the base word.

3. Say and write the list words in which **ed** spell /t/.

chased dressed missed laughed pushed

How many syllables do you hear? one

Beside each word, write the base word.

chase dress miss laugh push

4. Add an ending to each of these base words to spell a list word.

move race come  
take make laugh

What ending did you add? ing

What must you remember to do when the ending **ing** is added to base words that end with **e**? drop the final e of the base word.

Remind the pupils that the purpose of the pretest is to show them which words they need to study, and that the purpose of recording the result of the test is simply to help them see how much progress they have made. It is essential that the pretest be conducted in an atmosphere entirely free from pressure and anxiety.

### Study Helps

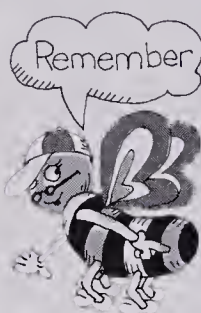
**Exercises 1—3:** The important point about these exercises is not the ability of the pupils to distinguish the /t/ and /d/ endings but to realize that both are spelled **-ed**. Point out that the ending **ed** is a marker of past time in verbs, and second of the pronunciation being in general determined by the final sound in the base word.





5. Say and write the word watch.  
What sound do you hear at the end of the word? /ch/  
Circle the letters that spell this sound. watch  
These letters are usually found at the end of a word.
6. Say and write the word laughing.  
Write its base word. laugh  
What vowel sound do you hear? /a/  
What letters spell this vowel sound? au  
What sound do the letters gh spell? /f/  
There are very few words that spell /a/ with au.  
One other word is aunt.  
There are also very few words that spell /f/ with gh.  
Some words are: tough rough cough enough  
Use the study method to help you learn to spell laughing and laughed.

7. Say and write the word coming.  
Write its base word. come  
Circle the letter that spells /k/.  
What vowel sound do you hear? /u/ come  
Underline the letter that spells /u/.  
Write the other list word in which /k/ is spelled c. scored



Most words ending in e drop the e before adding the ending ed or ing.  
For example: chase + ed = chased  
chase + ing = chasing

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**Exercise 6:** Point out that the **-augh** spelling for /af/ is unique now that Canadian English has adopted the American spelling draft for the British draught.

The only other common words in which /f/ is spelled **gh** are trough and slough. While the pupils are learning laughing and laughed, they might as well study laughter and perhaps, laughable; then the collection will be complete.

Review with the pupils the use of c to spell /s/ and /k/. Have them look in a dictionary for other words beginning with the letters **sc** and develop with them the parallels:

/s/	/sk/
scene	scare
science	score
scent	scuff
scythe	

**Exercise 5:** The spelling of a final /ch/ is so regular that it is worth discussing with pupils. When /ch/, immediately follows a short vowel and is final, it is spelled **-tch** with the sole exceptions of touch, such, much, rich, and which. If a consonant intervenes or if the vowel is long, it is spelled **-ch**. The following words illustrate the rules:

short vowel +/ch/  
watch  
fetch  
pitch  
hutch  
etc.  
long vowel +/ch/  
teach  
poach  
speech  
couch  
etc.  
consonant +/ch/  
search  
bunch  
belch  
pinch  
etc.

## Extending Your Spelling Skills

**Exercise 1:** There are two or three possibilities among the list words for many of the blanks but some make better sense than others. For instance, in the first sentence the first blank could be filled by moving, pushed or racing. Discuss with the pupils the merits of each word in the context. Suggest that they try to imagine the scene that is the context for each sentence before they select their word.

**Exercise 2:** Discuss the pictures with the pupils before they start to write. The aim of the exercise is, again, to have the pupils write the list words appropriately in context, not necessarily to display or develop their skills in composition.

Remind the pupils to proofread their writing. You could also divide the class into pairs or small groups to check each other's work.

**Exercise 3:** Draw the pupils attention to the words to which they have to write **es** rather than **s**. Have them list the final sounds in these particular words and check by referring to a dictionary to see whether there is a general rule exemplified here.

Alternatively you could have them explore what happens when the same ending is added to these words:

bush	buzz	fizz
catch	teach	wish
guess	wash	reach
kiss	press	cross
pitch	crash	

## Extending Your Spelling Skills

- Copy these sentences in your book. Complete them with list words.
  - The racing car was going so fast that it missed the turn, and crashed into the wall.
  - The clowns were joking and laughing happily.
  - She scored the winning goal for our team.
  - Who used up all the sugar?
  - The children chased each other across the playground. One little girl pushed another down.
- Write one or two sentences about each picture. Try to use as many list words as you can. *Individual responses*



- These are the base words of all the list words.
 

chase	dress	miss	watch
score	laugh	push	race
use	make	move	take
			come

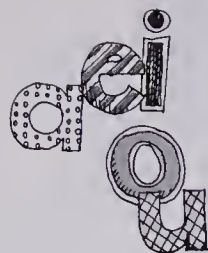
Write as many words as you can by adding endings to each base word. For example:  
chase — chases chased chasing

Pay careful attention to base words that end with **e**. *Pupil activity*

Try to get the pupils to state the generalization first in their own words then have them test it on further words including some negative cases like work, paint, think, etc., to make sure that they realize that **es** is written after /s/, /z/, /sh/ and /ch/.

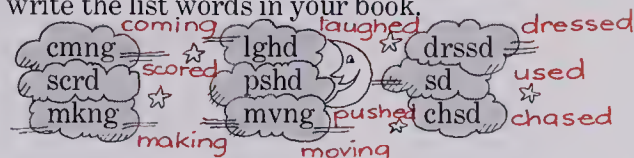
Note that this rule only applies to verbs. Complications occur with a few nouns such as, leaf-leaves, loaf-loaves, shelf-shelves, etc. Similarly, with some verbs we have the change grief-grieves, proof-proves. But these cases should not be pursued at this point since they will appear in later books.





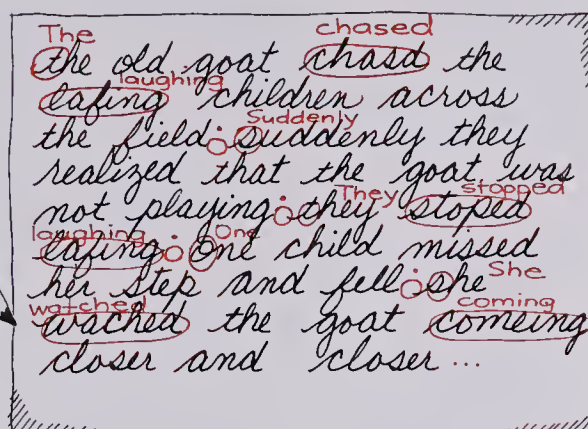
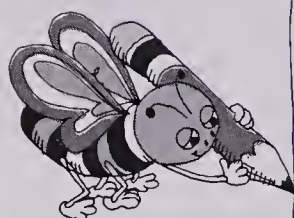
4. All vowel letters are missing from these list words.

Find out what the missing letters are, and write the list words in your book.



5. Spelling Bee forgot to use punctuation in this story beginning—and forgot how to spell some words too!

Proofread the story beginning for spelling, punctuation and capitalization.



Rewrite the story correctly.

What do you think happened? Finish the story. Pupil activity

## Unit Test

How many words did you get right on this test?

Did you misspell any words that you had right on the pretest?

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## Unit Test

Exercise 4: All the words can be found quite simply by using the first letter, except used (sd). You may want to remind pupils that some words start with a vowel or vowels.

Exercise 5: Encourage originality and imagination in the solution to the problem. Some pupils may want to use a magical solution but suggest the possibility of more ingenious and plausible outcomes.

Write the corrected version of Spelling Bee's story opening on the chalkboard so that pupils can check their proofreading. Remind them to check their own work carefully for spelling and punctuation and suggest that they exchange stories with their friends.

Continue to stress self-correction, analysis of errors, and comparison with pretest results.

## Unit 15

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To establish that /ē/ at the end of a word is often spelled y as in lucky.
- To recognize y as an ending.
- To utilize this knowledge as an aid to spelling words made up with **base word** + y.

### Pretest

#### Dictation

My cat kept rubbing his head against my chin.

Leave this job for a rainy day.

It has been raining all day.

The white rabbit wrinkled his pink nose.

Last summer I stayed with my aunt in Vancouver.

Our coach always says, "Play your best, win or lose."

She crept downstairs on tip-toe.

A horse can drink a lot of water.

We have a cherry tree in our yard.

I'm sorry to hear that you are leaving us.

We were lucky to find you.

There are twenty children in our club.

We looked again and saw nothing.

He always caught the early bus.

## 15

rubbing

rainy

raining

pink

stayed

says

downstairs

drink

cherry

sorry

lucky

twenty

again

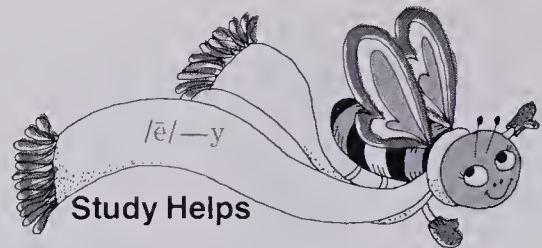
caught

### Pretest

How many words did you spell correctly?

If you misspelled any words, be sure to look at them carefully and find out why you misspelled them.

Use the study method to help you spell these words.



### Study Helps

1. Read this sentence and listen for the last or final sound in each of the underlined words.

The sleepy girl didn't take off her dirty, muddy shoes.

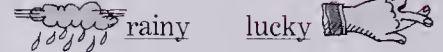


What is the final vowel sound in the underlined words? /ē/

What letter spells this sound? y

Write the other list words that spell /ē/ with y.  
rainy cherry sorry lucky twenty

2. Look at these words.



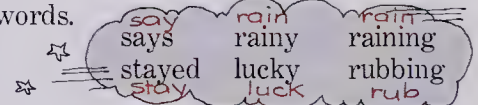
These words have the ending y added to the base words.

Write the base words. rain luck

Write the base words of the underlined words in exercise one. sleep dirt mud

3. Sometimes it is easier to spell a word if you first look at the base word.

Write the base word for each of these list words.



Did you write rub as the base word for rubbing? How was the base word changed before adding the ending? the final consonant was doubled.

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### Study Helps

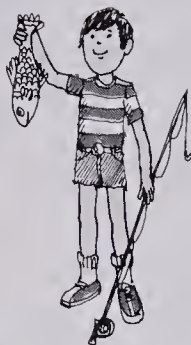
The careful, detailed study of list words outlined in this section of each unit is intended for those pupils who have errors in the pretest. Even with these pupils, their attention should be directed to the specific exercises that deal with the particular spelling patterns relating to their errors. This type of individualization helps to maintain interest and prevent boredom while at the same time encouraging the pupils to be more analytical in their approach to problems and discriminating in their solutions.

Pupils who for any reason make many errors need intensive teaching. Conduct the exercises orally with this group.

Pupils who have no errors in the pretest should be allowed to proceed directly to the activities in "Extending Your Spelling Skills." In this section their spelling skills are exercised, reinforced and extended beyond the list words. The remaining spelling time could be used for enrichment spelling activities such as adding words to their personal spelling lists, studying these words, writing stories and poems, proofreading a part-



4. Say and write the word says.  
Listen for the vowel sound.  
Circle the letters that spell /e/ in says. says  
Write the base word for says. say  
What vowel sound do you hear in say? /ā/  
Underline the letters that spell this sound.  
Notice that the vowel sounds in say and says are different, but they are spelled with the same letters.
5. Write the list words that spell /ā/ with ai. raining  
Write the list word that spells /ā/ with ay. rainy  
stayed
6. Say and write the word again.  
How many syllables do you hear? two  
What is the second vowel sound — /e/ or /ā/? /e/  
What letters spell this vowel sound? ai



7. Say and write the word caught.  
What vowel sound do you hear? /o/  
Circle the letters that spell /o/. caught  
There are few words that spell /o/ with augh.  
One other word is taught.  
Pay careful attention to the spellings of these words.  
Use the study method if you find them difficult to spell.

Remember



8. Say and write the word downstairs.  
How many base words are there? two  
When two base words are joined to write one longer word, this word is called a compound word.  
Write another compound word. Individual responses  
/ē/ is sometimes spelled with the letter y

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them next to add **ing** to the base word say and comment on its pronunciation and spelling—they are regular.

The various spelling patterns could be summarized thus:

Same vowel sound	(say)	Same spelling pattern
	(says)	
Different spelling pattern	(said)	Different vowel sound
		/ā/—/e/

**Exercise 6:** Note that the vowel in the second syllable of again may be either /e/ or /ā/. Most dictionaries, Canadian, British and American, give /e/ as the preferred pronunciation.

**Exercise 7:** the **augh** spelling for /o/ is always (except, that is, for some proper names) followed by /t/ spelled **t**. Other common words that have this pattern are: naughty, daughter, slaughter.

Remind pupils that when they are using the study method they should look carefully at the order of the letters and try to see **augh** as a unit.

**Exercise 8:** Review with pupils the difference between a derived and a compound word. A derived word consists of a base word + ending, whereas a compound word is made up of two base words, each having an independent existence.

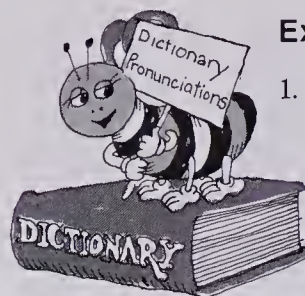
There is, of course, no other compound word in the spelling list, as a result pupils must supply one from their own vocabulary.

ner's writing, preparing charts of spelling patterns or free reading.

**Exercises 1 and 2:** Cherry and twenty should be pointed out as words in which y is not an ending. In the case of sorry the base word is sore and the word sorry had originally a much stronger meaning—in great pain or grief. Cherry and sorry could be used to illustrate the use of double consonants to mark a preceding short vowel. Pupils could be asked to compare cherry with cheery and sore with sorry.

**Exercise 3:** When dealing with a double consonant in rubbing you could point out the **ck** spelling for a final doubled /k/ in lucky. It seems to be a convention of English spelling that a final /k/ after a short vowel is spelled **ck**, after long vowels or consonants it is spelled **k** or **ke**.

**Exercise 4:** To complete the pattern, pupils could be asked to recall said /sed/, which they encountered in Unit 7. Have them compare the vowel sound and its spelling with the corresponding two forms in says, noting the similarities and differences. Ask

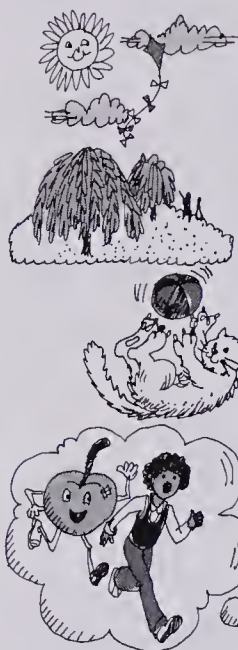
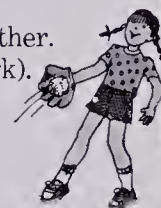


## Extending Your Spelling Skills

1. A dictionary helps you to pronounce words. Remember, in a dictionary pronunciation, each symbol stands for one sound. Sometimes the pronunciation symbols are different from the letters in the word.

In the following sentences, some words are written in pronunciation symbols. Write the words the way you spell them. You can check your spelling in the *Mini-Dictionary* at the back of this book.

rose I gave a (rōz) to my mother.  
pink My shirt is bright (pink).  
caught ball She (kot) the (bol).  
says He (sez) he'll wait.  
stayed We (stād) home.



2. Read the sentences below. Find the missing letters in the words in each sentence.

Write only the letters.

Rearrange the missing letters in each sentence to spell a color word.

- (1) The kite flew like a plane in the skyx, high above the willoww trees. yellow
- (2) They pushed their bikes into the garage. pink
- (3) We saw the lion cub playing in the sun. blue
- (4) They sang a song about bears and elephants. orange
- (5) I n her dream, the cherry was running after her. green

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## Extending Your Spelling Skills

**Exercise 1:** As was pointed out in Unit 13, the dictionary pronunciation symbols correspond to those used throughout this series. Unfortunately, some of the sounds are represented by digraphs; consequently, pupils must be encouraged to see such combinations as **sh**, **ch** and **th** as single symbols although consisting of two letters.

In this exercise, they see pink represented as (pink) in which the letters **ng** stand for the dorso-velar nasal, the sound that is heard at

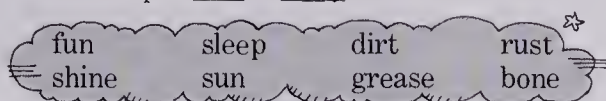
the end of sing, thing, wrong. The sound /ng/ occurs regularly when a nasal is followed by /k/ as in such words as crank, link, honk, chunk, etc. You could help pupils distinguish /nk/ from /ngk/ by presenting the two words pin-cushion and pinkish and having them listen carefully to the sounds that follow the first vowel. However, since the spelling of the consonant cluster /ngk/ is always **nk** you might wish to avoid a lengthy explanation, unless the pupils demand one.

**Exercise 2:** Make sure that all the pupils understand the instructions. It may be necessary to go over the first sentence to clarify what they are required to do.



funny  
shiny  
sleepy  
sunny  
dirty  
greasy  
rusty  
bony

3. Add the ending y to each of these base words.  
For example: luck — lucky



Did you remember to double a final consonant or drop a final e in some of the words?

Check your spellings with a dictionary.

Use each of the words you have formed in a sentence to show that you know the meaning of the word. *Pupil activity*

4. Match each of these meanings with a list word.  
Write the words in your book.

1. having good luck *lucky*
2. once more *again*
3. took and held something moving *caught*
4. spent some time at a place *stayed*
5. speaks *says*

Check your words with the *Mini-Dictionary* at the back of the book.



## Unit Test

How many words did you get right on this unit test?

Be sure to record your score.

Add the words which you found difficult to spell to your special study list.

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## Unit Test

*Exercise 3:* It must be remembered that writing sentences to demonstrate the meaning of a word is a difficult task. Sentences that show the word used in an appropriate context are all that is required.

Check the pupils' writing after they have proofread it, for pupils who may have difficulty with doubling consonants or final e's.

Check to see which pupils are showing themselves to be proficient in self-correction and the marking of their charts to the extent that they can be allowed independence in these activities. You will thus be afforded more time to help pupils who need individual guidance.

## Unit 16

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To hear and identify words in which a final /ē/ is spelled **ey**.
- To apply this knowledge as an aid to spelling such words.
- To review and demonstrate understanding of the concept syllable and to use this concept as an aid to spelling polysyllabic words.
- To establish the concept stress as an aid to spelling.

### Pretest

#### Dictation

Are there donkey rides at your fall fair?

I'd rather play hockey than watch it.

We have enough money for the trip.

I don't suppose anybody saw him. He can't help you anymore.

When I opened the door, nobody was in the room.

We have been busy all day.

Would you like some coffee?

How many weeks is it to Christmas?

Look out for the holes in the ice. The thief stole a ten-speed bicycle from the store.

We stayed overnight at a hotel.

The judges finally gave my goat the first prize.

She had a beautiful silky coat.

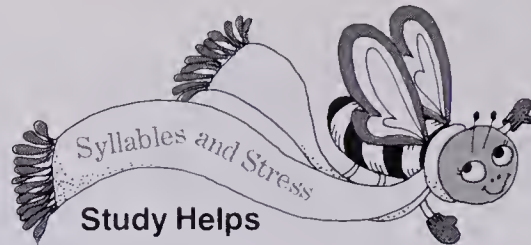
Check the number of pupils who misspelled the last word. Recommend a thorough application of the study method to this word.

## 16

donkey  
hockey  
money  
anybody  
anymore  
nobody  
busy  
coffee  
weeks  
holes  
stole  
hotel  
finally  
beautiful

### Pretest

How many words did you get right?  
Check the words you misspelled. Do you know where you went wrong?  
List these words in your spelling record.



### Study Helps

1. Read this sentence and listen for the final /ē/ in the underlined words.

The naughty bee buzzed around the monkey.

How is the final /ē/ spelled in the underlined words? naughty bee monkey

Notice that the final /ē/ can be spelled y or ey or ee.

2. Draw this chart in your book. Write the list words that have /ē/ under the correct headings.

/ē/		
y	ee	ey
anybody	coffee weeks	donkey hockey money

3. Say the word donkey.  
How many syllables are there? two  
Notice that the first syllable is spoken with more force, or stress, so that it sounds louder than the second syllable. We call the first syllable the *stressed syllable*.

Say all the list words that have two syllables.

Write the words that are stressed on the first syllable. donkey hockey money busy coffee

Write one word that is stressed on the second syllable. hotel

4. Say the word finally.  
Write the base word. final  
Add the ending ly to it. finally

72

### Study Helps

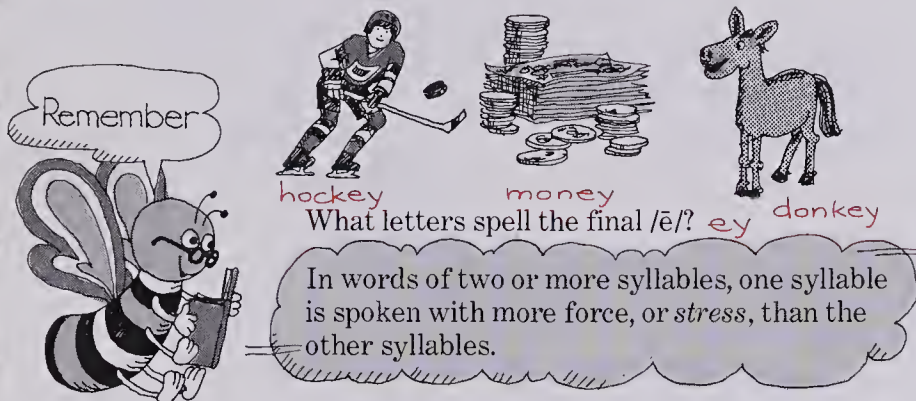
*Exercises 1 and 2:* Although the final sounds in words like any and monkey are treated as being the same as the /ē/ in bee, they are, in fact, slightly modified by their occurrence in an unstressed syllable. Both sounds are represented by (ē) in the mini-dictionary.

The words monkey and turkey have already appeared in the grade 2 program; other words that illustrate the **ey**—/ē/ spelling pattern are:  
abbey, alley, valley  
honey, journey, medley

*Exercise 3:* "Stress is the name given to the stronger effort, both respiratory and auditory, which we can feel in connection with some syllables as opposed to others . . . The auditory correlate of stress is loudness, the stressed syllables tend to sound louder than the unstressed . . ." Native speakers of English in the classroom will have mastered the stress patterns of their dialect but may not be able to describe them. Non-native speakers may have an entirely different set of stress patterns or no stress patterns at all; these pupils, unless they are gifted



5. Say and write the word beautiful.  
Write the base word. beauty  
Now change the y in the word beauty to i and add the ending ful.  
How many syllables does beautiful have? three  
beau·ti·ful  
What is the vowel sound in the first syllable? /ū/  
How is it spelled? eau  
Circle the letters eau. beautiful
6. Say and write the word hotel.  
How many syllables are there? two  
Which syllable is stressed? second  
What is the vowel sound in the first syllable? /ō/  
How is it spelled? o
7. Say and write the word anybody.  
How many base words are there? two  
Write them. Join them. any + body → anybody  
What do we call this kind of word? compound  
Write two other list words that are compound words. anymore nobody
8. Write matching list words for these pictures:



73

three words of the list with the stress on the second syllable and discuss with them the effect. As a final check say a list of words whose stress pattern varies and have the pupils indicate the pattern by imitating it by tapping, clapping or substituting /dä/ for the stressed syllable and /di/ for the unstressed.

Here is a sample list (the stressed syllables are marked):  
begin, áfter, tomórrow, until, ány,  
asleep, cándy, dóllar, fifteen,  
people, etc.

*Exercise 5:* Point out to the pupils that beauty is an odd word because it and its derivatives beautiful, beauteous and beautified are the only words that use eau to spell /ū/.

As an extension of this exercise, the pupils might be asked to add the suffix -ful to words like fancy, mercy, duty and to check their spelling in a dictionary.

*Exercise 7:* Check to make sure that pupils know that the parts of a compound word can exist independently. Remind pupils that any, many and Thames are the only words in which /e/ is spelled a.

*Exercise 8:* Make sure the pupils correctly identify the pictures.

mimics, will have to make a conscious effort to acquire the normal stress patterns of English.

The reason for introducing the concept of stress at this point, is to relate it to spelling. The distribution of stress in a word determines which syllables will contain a schwa /ə/ and those in which the vowel may not be heard at all in normal speech. A conscious awareness of the stress pattern of a word will help a pupil understand the discrepancy between what he hears and what he has to write.

One method of developing an awareness of stress could be a modification of the scheme for identifying syllables. Have the pupils tap the syllables of the first six list words. Ask them to repeat the tapping but with a heavier tap for the loud syllable. Listen to make sure that all the pupils are producing the right pattern. Draw their attention to the shift in stress in the two words anybody and anymore. Ask them to say nobody followed by no body and ask them to say how the stress patterns differ. To make sure of their mastery of stress ask them to say the first

## Extending Your Spelling Skills

**Exercise 1:** As before, dictate each sentence completely, using normal intonation. Encourage pupils to listen to the complete sentence and to write it from memory, but do not insist on this. If pupils are confused, repeat the sentence. Remember that it is spelling that is most important.

**Exercise 3:** Check to make sure that pupils understand the rules for completing crossword puzzles and also that all the words end in **ey**.

Part of the fun in doing a crossword puzzle is lost if it is not possible to fill in the squares and use completed words as clues to others. Since this is a complicated pattern, too difficult for the pupils to copy into their notebooks, it would be helpful to provide them with a duplicated copy of the puzzle.

If you find that some pupils have difficulty with the puzzle, pair them with others who are able to help them. It is important that all pupils do some of these types of activities.

## Extending Your Spelling Skills

1. Your teacher will dictate these sentences.

1. We stayed at the beautiful hotel for two weeks.
2. We finally saw the movie.
3. Nobody was too busy for coffee.
4. They were too busy playing hockey.

2. Match these meanings with list words. (One list word will be used twice — don't be fooled!)

1. a place where travellers can stay **hotel**
2. a stubborn person **donkey**
3. coins and paper bills used to buy or sell something **money**
4. having lots to do **busy**
5. an animal that looks something like a horse **donkey**
6. a dark-brown drink **coffee**

If you're not sure that you have matched a word with the right meaning, check in the *Mini-Dictionary* at the back of this book.

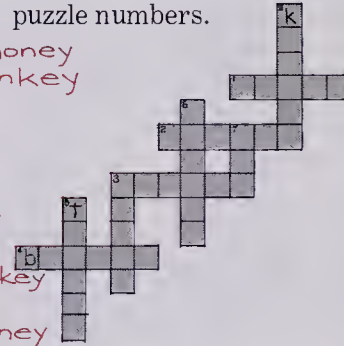
3. Use the clues to solve the **ey** puzzle. Write the words in your notebook, using the puzzle numbers.

### Across

1. something made by bees **honey**
2. an animal like a horse **donkey**
3. a kind of ape **monkey**
4. a kind of grain **barley**

### Down

3. dollars and cents **money**
5. a large bird **turkey**
6. a popular winter game **hockey**
7. You turn it in a lock. **key**
8. an organ in your body **kidney**





4. Some list words are written in pronunciation symbols. Use the pronunciation symbols to say the words. Then write them as they are spelled.

(hok' ē) hockey (hō tel') hotel (dong' kē) donkey  
(wēks) weeks (stōl) stole (mun' ē) money  
(biz' ē) busy (kof' ē) coffee

5. Read this story beginning.  
Think which list words belong in the blanks.  
Write the story beginning in your books and  
fill in the missing words.



Three little donkeys were working in a field.  
They were busy digging holes for a new fence.

"What a beautiful day!" said the first donkey.

"I'm tired of working. We've been working hard for weeks and weeks."

"Why don't we just run away?" said the second donkey.

"Yes, let's! Let's go right now before anybody sees us," said the third donkey.

So they ran away.

What do you think happened to the three little donkeys? Write the rest of the story. *Pupil activity*

## Unit Test

How many words did you spell correctly on this test?  
If there were mistakes, were they the same ones you made on the pretest?  
Be sure to record your score.  
Add any problem words to your special study list.

75

*Exercise 5:* Encourage imagination, originality and humour. If any pupils have difficulty in getting started, suggest that they put themselves in the place of one of the donkeys and imagine what they would do in the donkey's circumstances. "Brainstorm" the situation, accepting suggestions freely until there is a wide choice of ideas for everyone. If all else fails, suggest that what they have been given is the opening scene of a cartoon that they have to complete.

Remind them to proofread their work. If you would like to put pupils' work on a bulletin board for others to enjoy, or exchange stories with another class, help each pupil to make sure that every word is spelled correctly and is legible. Remind pupils that the purpose of writing is to have someone else read it, and that correct spelling helps the reader to read.

## Unit Test

*Exercise 4:* Make sure the pupils realize that they are to say the words according to the pronunciation symbols and then write the words in normal spelling.

Remind them that **ng** is a single symbol and refer them to the word pink in the previous unit.

Note also the **on** spelling for /un/ in money and relate this to honey. Also remember busy and its derivatives business and busyness are the only words in which **u** is used to spell /i/.

Have pupils take time at the end of this unit to compare all pretest and unit test scores. Do they see an improvement in their ability to study problem words, thus reducing errors on unit tests? Are they making the same kind of errors?

## Unit 17

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To hear and identify the consonant blend /kw/.
- To relate the blend /kw/ to the spelling pattern **qu**.

### Pretest

#### Dictation

I enjoyed the calf roping contest. The young colt watched us over the fence.

We saw the mare nuzzling her foal.

The pups were born last night.

We saw a beaver swimming in the lake.

Look! That chipmunk has an acorn in his front paws.

The black squirrel used to steal food from the bird table.

My frog had beautiful markings.

That shark is very big!

We could see the trout lying on the bottom of the pool.

A whale can be as long as eighteen metres.

We saw the skeleton of a huge dinosaur.

We are going to visit my aunt.

I would like to go to Hawaii for a holiday.

Remind pupils to proofread their words before they begin to check them.

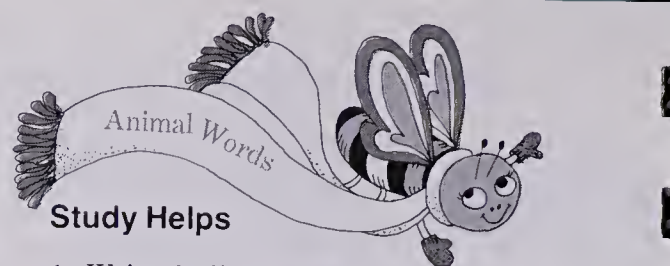
## 17

calf  
colt  
mare  
pups  
beaver  
chipmunk  
squirrel  
frog  
shark  
trout  
whale  
dinosaur  
visit  
holiday

### Pretest

How many words did you get right?

If you misspelled any of the words, look at them carefully to see where you made the error.



### Study Helps

1. Write the list word that belongs with each picture.



2. Read this sentence. Look at the underlined words.

The queen ran quickly.

What consonant sounds do you hear at the beginning of each word? /kw/

Notice that /kw/ is spelled with the letters qu. Remember that q is always followed by u.

Write the underlined words. queen quickly

Write another list word that uses qu to spell /kw/ squirrel

3. Say and write the two list words in which /k/ is spelled with c. calf colt

Say and write the two list words in which /k/ is spelled with k. chipmunk shark

### Study Helps

Be sure pupils correctly identify the pictures.



4. Say the list words that have more than one syllable.  
Write them in syllables like this: bea•ver  
If you're not sure, check in your dictionary.  
bea•ver chip•munk squir•rel di•no•saur  
vi•sit hol•i•day



5. Say the word visit.  
What is the second consonant sound you hear? /z/  
Circle the letter that spells this sound. vizi +  
Remember that, in some words, /z/ is spelled with the letter s.  
6. Write the list word that comes from "holy day." holiday  
Notice that the y was changed to i when the two words were joined together.  
7. Write the picture words.



The letter q is followed by the letter u.

**Exercise 4:** In writing, syllable divisions are made according to a set of printer's conventions; in speech, according to a different set of conventions. When pupils break up a word for the purpose of learning to spell it, the exact position of the divisions is unimportant. While a dictionary may divide squirrel between the two r's, a speaker, hearing a single /r/ may divide it squi•rrel; similarly, visit could be vis•it or vi•sit. The main reason for having the pupils check the divisions in the dictionary is to make sure that no syllable has been omitted.

## Extending Your Spelling Skills

**Exercise 1:** Remind the pupils to say the words written in pronunciation syllables and then identify them in the spelling list.

Point out to the pupils that (hwāl) and (wāl) are alternative, equally proper pronunciations of whale and that whichever way they say the word, the spelling is the same.

Remind pupils that (ng) is a single symbol standing for a single sound in the same manner as (sh) and (ch).

Review the concept *stressed syllable* and ask pupils what the little tick (ˈ) in some words means.

## Extending Your Spelling Skills



1. The list words in this silly verse are written in pronunciation symbols. Read the verse and decide what the list words are. Then write the verse and spell all the words correctly.

If I gave you a (hwāl), whale  
Would it fit in your pail?

Well, what about a (shärk)? shark  
Would it play with your (pups) in  
the park?

I think you'd rather have a (kōlt) colt  
or a (kaf), calf

Or the tricks of a (chip'mungk) to  
make you laugh.

beaver  
A (bē'vər) is always as busy as  
a bee

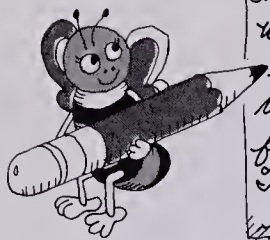
But look at that (skwir'əl) squirrel  
dash up that tree.

You'd like a (mung'kē), that I know.  
But where, oh where, did my (dī'nə sôr) dinosaur go?

2. From the word list, write the names of animals that are covered with fur. beaver chipmunk squirrel
3. From the word list, write the names of animals that are good swimmers. beaver frog shark trout whale
4. Rearrange the animal names so that you begin with the smallest animal and end with the largest. frog chipmunk trout squirrel pups beaver calf colt mare shark whale dinosaur



5. Proofread Spelling Bee's story for spelling, punctuation and capitalization.



Last Monday was a <sup>holiday</sup> ~~holyday~~. Grand-  
father paid us a <sup>visit</sup> ~~vizit~~. He liked to talk  
about animals. He <sup>said</sup> ~~sed~~ that when he  
was young, his father gave him a <sup>colt</sup> ~~kolt~~.  
That <sup>colt</sup> ~~kolt~~ took him everywhere. He even  
watched a <sup>beaver</sup> ~~beever~~ build a home with  
small logs. His animal <sup>friends</sup> ~~friend~~ were  
a <sup>squirrel</sup> ~~squirell~~ and a chipmunk. One day, a  
farmer gave him two <sup>beautiful</sup> ~~beautifull~~ pups.  
They followed him everywhere, just like  
the <sup>frog</sup> ~~fox~~ in his pocket.

6. Write three sentences about this picture.  
Proofread your sentences for spelling and  
punctuation. *Pupil activity*



### Unit Test

How many words did you get right on this test?  
Be sure to record your score.

79

Exercise 6: The number of sentences you may require is, of course, optional.

There are many possible approaches to the picture. The first necessity is to identify the creatures. For some pupils, it would be a difficult enough task to describe what they see in the picture. Others might prefer a narrative treatment that would account for the appearance of these creatures in this particular place. Another possibility is a dramatic approach, revealing what the beaver said to the colt and how the others reacted to it—in essence, a fable.

Obviously a full development of the theme of the picture in any of these modes calls for more time than the spelling program can afford. The necessity for integrating the writing and spelling programs is again demonstrated, and the writing of the story serves the ends of both.

### Unit Test

Remind pupils that, if they make errors, they should analyze them as well as record them. Suggest that they should ask themselves where the error occurred (as they did in the proofreading exercise on this page) and whether it involved double consonants, interchanged or omitted letters, or unusual spelling patterns.

Exercise 5: Pupils who show competence in proofreading could be allowed to work independently on this exercise. With others it will be necessary to go through the passage orally, have the pupils identify the spelling mistakes, and give the correct spellings. Then have them write the corrected passage in their notebooks, reminding them to proofread what they have written to make sure they have not made mistakes in copying.

## Objectives

To review and reinforce the ability to spell and use in context these high-utility words listed in Units 13—17.

To commit to long term memory an increasing number of spelling words.

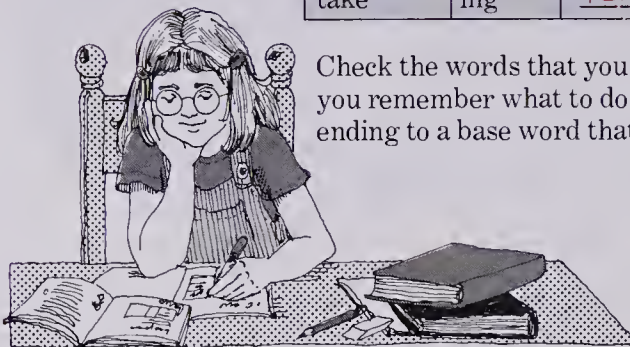
## Enabling Objectives

- To review and extend, as an aid to spelling the use of the following concepts:
  - Base word and ending
  - Dictionary pronunciation symbols
  - Syllables
  - Compound words
- To review and demonstrate understanding of the following sound-symbol relationships:
  - /kw/ spelled **qu** as in quick
  - /ē/ spelled **y** as in busy  
**ee** as in coffee  
**ey** as in hockey

## Looking Back

- Study the words in your problem list. Use the LOOK SAY COVER WRITE CHECK method.
- In each of the blanks, write the correct word.

Base Word	Ending	Base Word + Ending
rain	ing	<u>raining</u>
<u>chase</u>	ing	chasing
laugh	ed	<u>laughed</u>
race	ing	<u>racing</u>
<u>say</u>	ing	saying
final	ly	<u>finally</u>
use	ed	<u>used</u>
<u>come</u>	ing	coming
beauty	ful	<u>beautiful</u>
take	ing	<u>taking</u>



Check the words that you have written. Did you remember what to do when you added an ending to a base word that ends with e?

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## Looking Back

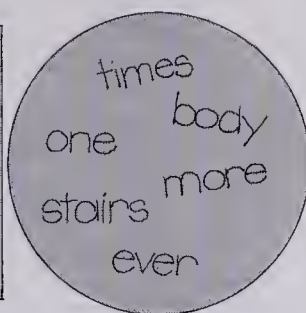
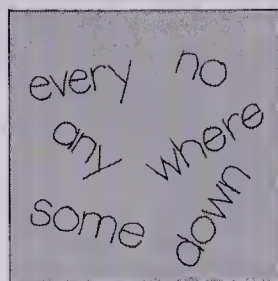
You may find it necessary with some pupils to conduct a review of the spelling patterns and concepts introduced in Units 13-17. Remember, however, to set aside one spelling period to allow pupils to study the words in their private lists.

**Exercise 1:** Review with the pupils the steps in the study method. Remind them to look at the word letter by letter, then try to get a clear mental picture of the whole word. When they say the word, they should say it syllable by syllable. By so doing they will, because of the equal stress placed on each syllable, distort the vowel sounds to some extent, therefore, they should then say the word as a whole, with normal stress patterns. Suggest that, as they say each syllable, they should look carefully at the vowel letter in it. Remind them, too, that if, when



3. Combine the base words in the square with the base words in the circle to make as many compound words as you can.

everyone  
everybody  
nobody  
anybody  
anyone  
sometimes  
someone  
somebody  
downstairs  
wherever



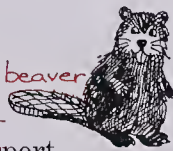
4. Complete each sentence with some words of your own. *Pupil activity*  
Use at least one list word in each sentence.

1. These holes were made by a \_\_\_\_\_.
2. I was sorry to see a \_\_\_\_\_.
3. You were lucky \_\_\_\_\_.
4. Are you coming \_\_\_\_\_?

Proofread your sentences for spelling and punctuation.

5. Use these clues to write the matching list words.

1.  $2 \times 10 =$  *twenty*
2. an animal with beautiful fur *beaver*
3. rhymes with taught *caught*
4. a popular Canadian winter sport *hockey*
5. a young cow *calf*
6. the opposite of upstairs *downstairs*
7. the opposite of crying *laughing*
8. two words that rhyme with sink and blink *drink pink*
9. a large animal that no one has seen *dinosaur*



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*Exercise 3:* Make sure that the pupils understand the instructions.

Suggest to the pupils that they check the words they have written by looking in a dictionary. The compound anymore as a single word may not be found in many school dictionaries but is to be found in Webster III.

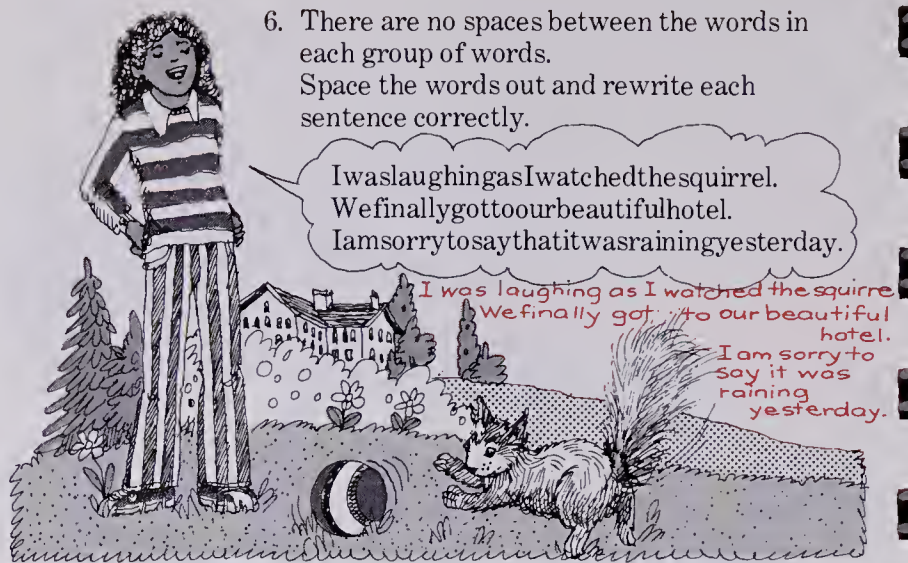
Make sure the pupils understand that the words in both groups may be used more than once to make compound words.

Have the compound words written on the chalkboard; then each pupil can correct his/her own list.

they write the word, they have misspelled it, they should start the process all over again by looking at the word and noting where they made their mistake and continuing through all five steps. If they have spelled the word correctly, writing it again once or twice will help to fix it in the memory.

*Exercise 2:* The chart may be copied into the pupils' notebooks in its entirety, in which case some of them will need help, or else the pupils could write only the words that would fit the blanks.

*Exercise 4:* A line is used in many exercises to indicate a single word but that is not necessarily the case in this instance. The sentences can be completed by means of a single word. Pupils should be encouraged to use a construction involving several words. Tell them that, when they are checking their work for errors, they should make sure that they have used at least one list word in each sentence.



6. There are no spaces between the words in each group of words. Space the words out and rewrite each sentence correctly.

I was laughing as I watched the squirrel.  
We finally got to our beautiful hotel.  
I am sorry to say that it was raining yesterday.

final beauty  
say luck stay  
rain score  
move rub week  
down stairs  
any body

chased chasing  
rained raining  
laughed laughing  
climbed climbing  
heard hearing  
watched watching  
raced racing  
learned learning  
used using  
pushed pushing  
missed missing  
talked talking

calf holes hotel  
sorry laugh stole  
hockey frog heard  
coffee taking  
lucky

7. Write the base words of these list words.

finally	lucky	scored	weeks
beautiful	stayed	moving	downstairs
says	rainy	rubbing	anybody

8. Add ed and ing endings to these base words.

chase	climb	race	push
rain	hear	learn	miss
laugh	watch	use	talk

9. Pronounce each list word that is written the way it sounds.

Then write each word with its correct spelling.

(kaf)	(sôr' ē)	(frog)	(kof' ē)
(hōlz)	(laf)	(stōl)	(tāk' ing)
(hō tel')	(hok' ē)	(hèrd)	(luk' ē)

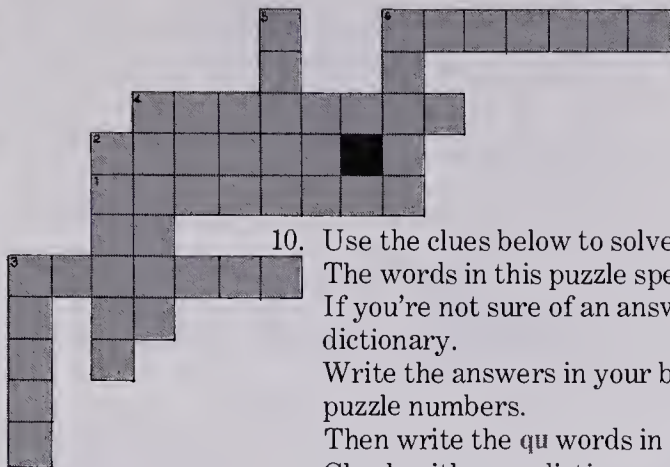
**Exercise 7:** As a follow-up to this exercise, ask how downstairs and anybody differ from the other words. Establish that they both divide into two complete words and hence are compound words.

**Exercise 8:** To make this exercise more completely diagnostic, you could add words that require the doubling of the final consonant before **-ed** and **-ing** like rub, net, hop, etc. (These are list words from earlier units.)

**Exercise 9:** Check this exercise carefully to find out whether the pupils have understood the principles of dictionary spelling symbols.

Discuss with them why (frog) needs no change and other words like (kof' ē) need three changes. Check that they recognize the symbol for the accented syllable ('). Note that sorry is pronounced either (sor' ē) or (sôr' ē) and that (hèrd) represents both herd and heard.





10. Use the clues below to solve this puzzle.  
The words in this puzzle spell /kw/ with qu.  
If you're not sure of an answer, look in your dictionary.  
Write the answers in your book, using the puzzle numbers.  
Then write the qu words in alphabetical order.  
Check with your dictionary.

#### Alphabetical Order

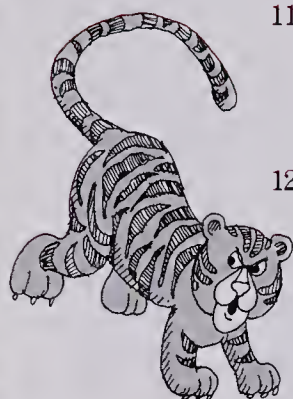
quarrel  
quarter  
queen  
question  
quick  
quilt  
squall  
square  
squash  
squirrel

#### Across

1. opposite of answer
2. a sudden rain storm
3. twenty-five cents
4. a small, bushy-tailed animal
6. a fight with words

#### Down

2. a kind of vegetable
3. fast
4. It has four equal sides.
5. a cover for a bed
6. opposite of a king



11. Say these three-syllable words as you write them.
- |          |          |           |
|----------|----------|-----------|
| holiday  | nobody   | finally   |
| dinosaur | any more | beautiful |
12. Answer each of these questions.  
Your answer must use the word at the end of the question. *Individual responses*  
What did you do? (finally)  
What happened to the tiger? (caught)  
How can you tell she was angry? (started)  
When did it happen? (holiday)

Writing the **qu** words in alphabetical order presents the pupils with the same problem they had in Unit 5. If pupils seem uncertain you could review with them the procedure elaborated in Unit 5 and then apply it to the words in this exercise.

Alternatively, you could proceed by stages. First, the words could be grouped into **qu** words and **squ** words. Then the words in each group could be separated on the basis of the first vowel letter:

quarrel	queen	quick
quarter	question	quilt

squall	squirrel
squash	
square	

It is now a simple matter to arrange the words in each subgroup in order of the next letter.

*Exercise 11:* You could have the pupils write the words in syllables, as ho'li day and mark the stress syllable, but the word should also be written in its normal form.

### Review Test

*Exercise 10:* Be sure that all the pupils understand the principles of cross-word puzzle solving. If it is possible to duplicate the puzzle it would add to the pupils' fun as they see so many of the words interlocking.

If there are pupils who are unfamiliar with this type of puzzle, copy it on to the chalkboard and solve it as a co-operative enterprise.

If you have started to use the review unit as an opportunity to make a list of commonly misspelled words for the class, continue this procedure and have the pupils record their results.

## Unit 19

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To hear and identify the vowel sound /ü/ as in goose and grew.
- To relate the vowel sound /ü/ to the spelling patterns **oo** and **ew**.
- To review the **kn** spelling for /n/ at the beginning of certain words.
- To recognize that some words change their vowel instead of using an ending as in foot—feet and grow—grew.

### Pretest

#### Dictation

A wild goose can fly very high. If only he could shoot, he'd be a good forward.

Our neighbors have a cuckoo clock.

The startled birds flew up into the trees.

The corn grew tall this year.

A pair of robins sat on the fence. Our class sang three songs in the concert.

We planted a new honeysuckle bush.

The robin builds its nest with great care.

I saved enough money for new skis.

The red chicken lays brown eggs. I could hear the chirp before I could see the cricket.

The rain stopped as we arrived. When I saw the man, I knew he was my uncle.

## 19

goose  
shoot  
cuckoo  
flew  
grew  
robins  
songs  
bush  
nest  
saved  
chicken  
chirp  
stopped  
knew

### Pretest

How many words did you spell correctly?

If you misspelled any words on the pretest, look carefully to see where you made a mistake. Study the words you found difficult.



### Study Helps

1. Read the sentence below. Say the underlined words.



The crew fixed our school pool.

The vowel sound in crew and school and pool is shown with this symbol—/ü/.

What letters spell /ü/ in each of the underlined words? crew school pool

Say and write the list words in which /ü/ is spelled oo. goose shoot cuckoo

Say and write the list words in which /ü/ is spelled ew. flew grew knew



2. Say the word push. Write the list word that rhymes with push. bush  
What sound do you hear at the end of push and bush? /sh/

3. Say and write the word cuckoo. cuckoo  
How many syllables do you hear in cuckoo? two  
What letters spell the vowel sound /ü/? oo  
What two ways is /k/ spelled in this word? /k/-c /k/-ck

4. Say all the list words that have two syllables. In each of these words, which syllable is stressed? first  
Write each word in syllables. (cuck)-oo  
(rob)-ins  
Circle the stressed syllable. (chick)-en

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### Study Helps

**Exercise 1:** Have the pupils read the sentence aloud and listen to the vowel sounds in the underlined words. You may find that some pupils say the words school and pool as two syllable words.

The **ew** spelling for /ü/ is found in the past form of a few other verbs in addition to those listed here, namely drew, threw and slew. Other common words that show the same spelling pattern are crew, screw, chew, view.

**Exercise 2:** Draw the pupils' attention to the vowel sound /ü/ in the words push and bush. The **u** spelling of /ü/ occurs in about thirty words, mostly before /l/ and /sh/, such as bull (and its compounds bulldozer, bulldog, etc.) bullet, bully, full, fulfil, pull, cushion, puss, put, pudding, sugar, etc.

The spelling **sh** for /sh/ is quite regular.

**Exercise 3:** Point out to pupils that cuckoo illustrates the **u** spelling of /ü/ as well as the **oo** spelling of /ü/.



5. Write the list word that belongs in each group.

trees, shrubs and bush  
rhymes, stories and songs  
bark, bleat and chirp  
kennel, barn and nest  
crows, bluebirds and robins

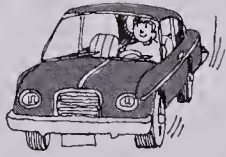
6. Say and write the word chirp.

What is the beginning sound? /ch/

What letters spell this sound? ch

Write the other list word that has this sound.

chicken



7. Read these sentences.

I can stop the car.

I stopped the car.

The little bird can fly.

It flew away yesterday.



How was the base word stop changed to make a new form? The final consonant was doubled before adding the ending.

How was the base word fly changed to make a new form? The y was dropped before adding an ending.

Write the base words for grew and knew.

grow know

8. Say the word knew.

What is the first consonant sound? /n/

What letters spell this sound? kn

You will find the kn spelling of /n/ only at the beginning of a few words. Write another word you know with this spelling. knee knead knight knave

/ü/ can be spelled oo as in goose  
can be spelled ew as in grew

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Exercise 7: The concepts involved in this exercise are three:

1. the notion of past verb forms
2. the classification of verbs into weak and strong.
3. the way of signalling past time in the two verb classes.

For native speakers of English and of most European and many eastern languages, the first is an almost universal grammatical concept. However, you may have pupils whose native language does not use a verb form to signal past action. Be prepared to teach some pupils explicitly the notion that the time of an action is indicated by the form of the verb.

Most children learning English, first isolate the -ed ending in its various realizations /əd/, /d/ and /t/ as a signal of past time (or tense). This gives rise to such forms as cutted, runned, bringed, etc., in a child's speech. However, many very commonly used verbs belong to the strong group, and indicate past time by means of a vowel change. When this feature is noticed, the child invents forms like "brang" or "brung" on a basis of analogy. These forms are finally replaced by the correct form brought.

Pupils could be instructed to collect examples of strong verbs as they encounter them in their reading. The collections could be put on a chart or entered in the pupils' own spelling list.

Exercise 5: This exercise requires pupils to exercise their skills in classification. Any work that has been done on sets in mathematics could be linked to this situation and thus help clarify what is required. Since this type of exercise will be used more and more in this series, it should be conducted with the whole group. Some of the groups (or sets) are more obvious than others. The classes of plants and of birds are obvious since they refer to concrete objects, but those of literary forms, animal cries and animal homes are not so obvious.

Exercise 6: The ch spelling for an initial /ch/ is another example of an almost invariable spelling pattern. Challenge the pupils to find exceptions to it.

## Extending Your Spelling Skills

1. Your teacher will dictate these sentences.

1. We knew the songs.
2. The robins grew too big for the nest.
3. The goose chased the chicken.
4. The cuckoo flew away into the bush.
5. The family stopped to shoot a picture.

Proofread your sentences for spelling and punctuation.



2. Write the plural form for each of these words.
- |        |        |          |         |
|--------|--------|----------|---------|
| robins | chirps | ests     | cuckoos |
| robin  | chirp  | nest     | cuckoo  |
| song   | bush   | chicken  | song    |
| songs  | bushes | chickens | songs   |



3. Look at these words: goose geese  
Notice that the spelling of goose changes to geese in the plural form.

In a few words, the vowel letters change to form the plural.

Can you write the plural form for each of these words?

mouse	man	tooth	foot
mice	men	teeth	feet



4. Copy these sentences in your book.

Fill in the missing letters.

Rearrange the missing letters in each sentence to spell a bird name.

1. I bought a silly ring in the new sore. robin
2. The gate opened and the dogs ran into the street. goose
3. We kicked the door open and found a chest full of moneyy. turkey

## Extending Your Spelling Skills

**Exercise 1:** Remember to dictate the sentence as a whole. Repeat parts only if any pupils become confused.

Although pupils should check their own work, you may wish to check each pupil's work for diagnostic purposes. Pupils who have problems should be given extra help.

**Exercise 3:** Develop with the pupils that the vowel change signals a plural form.

The complete list of these words is: foot—feet, goose—geese, louse—lice, man—men, mouse—mice, tooth—teeth, woman—women.

**Exercise 4:** Make sure that the pupils understand the instructions.



5. This is Spelling Bee's story beginning for a story. Proofread the sentences and rewrite them correctly in your notebook.



All the birds in the bush were afraid, so the <sup>goose</sup> ~~goos~~ called a meeting. <sup>The</sup> ~~The~~ <sup>robins</sup> ~~robins~~ stopped singing. <sup>The</sup> ~~The~~ <sup>cuckoo</sup> ~~cuckoo~~ stopped building its nest, and the <sup>chicken</sup> ~~chicken~~ flew into the tree. They all <sup>knew</sup> ~~new~~ that the <sup>goose</sup> ~~goos~~ had something important to say about the hunters. <sup>The</sup> ~~The~~ <sup>goose</sup> ~~goos~~ stretched its long neck and said ....

What do you think the goose said? *Individual responses*  
Finish the story.  
Proofread your work.

6. Write two or three sentences about this picture.



Proofread your sentences for spelling, punctuation and meaning. *Individual responses*

### Unit Test

How many words did you get right on this test?  
Compare it with your pretest results.

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**Exercise 5:** As in previous proof-reading exercises, allow the competent pupils to go ahead on their own while you go over the exercise orally with the remainder.

Discuss with the slow starters what the goose might have said and what the response of the other birds might have been.

**Exercise 6:** Discuss the picture with the slow starters. Help them name and identify with the birds in the picture. You might develop the idea that the domestic goose and chicken are flightless and speculate what they might be saying about the bird in the tree.

Make arrangements for the pupils to share their writing with others.

### Unit Test

Continue to allow pupils who have become proficient in self-correction to check the test and mark their recorded forms independently while you work with the group that still needs some help.

## Unit 20

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To recognize words that form their plural with **-es**.
- To recognize that in words ending with **y**, this letter is changed to **i** before adding the plural ending **es**.
- To apply this knowledge in writing plurals.

### Pretest

#### Dictation

I have eight buttons on my coat. The blazing oil tanks burned for three days.

Rain makes these steps slippery. We shall have to plant more roses. Many of these bushes have flowers.

You may have three wishes. All the mothers were invited to the team supper.

We bottled these cherries last summer.

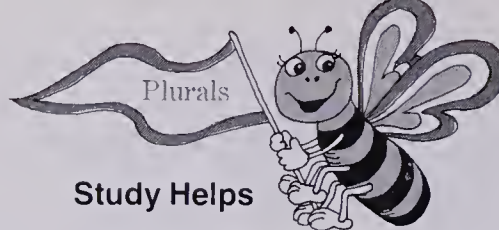
I have two brothers but no sisters. Most of the houses were too small. How many colors do you need for your map?

Wild ponies raced up the hillside. Most of the people at the show came from the city.

Eight eggs would be enough.

Note that color may also be spelled colour.

## 20



buttons

tanks

steps

roses

bushes

wishes

mothers

cherries

brothers

houses

colors

ponies

people

eight

All have two syllables except boat, tank, step

### Study Helps

1. Say and write these base words.

boat button tank step mother brother color

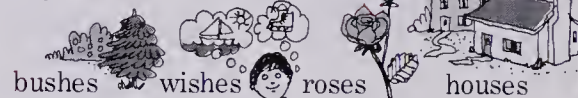
How many syllables are there in each word?

Write the plural form of each word.

What letter did you add to each base word to make it plural? **s**

Does the plural form have the same number of syllables as the base word? **yes**

2. Say and write these words.



Write the base word for each.

Notice that you add **es** to these base words to write the plural forms.

How many syllables are there in the plural forms? **two**

Do they have the same number of syllables as the base words? **no**

3. Say the word **eight**.

What vowel sound do you hear? **/ā/**

Write the word. **eight**

What letters spell the vowel sound? **ei**

There are few words that spell **/ā/** with **ei**. Some of them are: neighbor weight vein

### Pretest

How many words did you spell correctly?

Mark your spelling record.

Take time to work with words you found hard to spell.

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### Study Helps

*Exercises 1 and 2:* These exercises review the **/s/** or **/z/** plurals, both spelled **s**, and the **/əz/** plural, spelled **es**.

The variations in the endings are phonologically determined:

**/s/** occurs after base words ending in **/p t k f th/**

**/əz/** occurs after base words ending in **/s z sh ch j zh/**

**/z/** in all other cases.

As mentioned above, the spelling of **/s/** and **/z/** is always **s**. The spelling of **/əz/** is **es** except where words already have a final **e** then it is **s**—bush + **/əz/**—bushes but rose + **/əz/**—roses. Note the unique change in sound of the final consonant of house/hous/—/houzəz/.

Pupils could start a chart of words that form their plural with **/əz/** spelled **es** to help them arrive at a generalization.



4. Say and write the word **ponies**.

Write the base word. **pony**

What is the last letter of the base word? **y**

How did you change the base word before adding **es** to make it plural? **Change the y to i before adding es**

When you add **es** to a base word that ends in **y**, you must change the **y** to **i** before adding **es**.

How many syllables are there in the plural form? **two**

Does the plural form have the same number of syllables as the base word? **yes**

5. Say and write the word **people**.

What is the first vowel sound you hear? **/ē/**

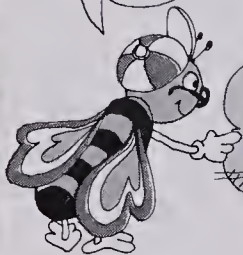
How is it spelled? **eo**

Circle the letters that spell this sound. **people**

Use the steps **LOOK SAY COVER WRITE CHECK** to help you to remember the spelling of this word.



Remember



To change a base word into the plural form you usually add:

**s** as in **boats**

**es** as in **bushes**

When a base word ends in **y**, you change the **y** to **i** before adding **es**, as in **ponies**.

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**Exercise 3:** You may wish to establish the **eigh** spelling of /ā/ as a separate group consisting of the words heigh, neigh, neighbor, sleigh, weigh, weight, eight, and freight, since it is so limited. The **ei** (or **ey** in final positions) spelling of /ā/ is much more common.

Having the pupils collect words in which /ā/ is spelled **eigh** will soon demonstrate to them the infrequency of this spelling pattern.

**Exercise 4:** This exercise could be followed with another, involving words ending in **-ey** in which the **y** is not changed to **i**.

You could present the pupils with a group of words such as:

baby monkey lily donkey  
key party city turkey

Have them write the plural forms and check the spelling of each word by referring to a dictionary.

Next, ask the pupils to divide the words into groups (or sets) according to the formation of the plural. Examine each group and ask the pupils to arrive at a "Remember" that would cover the situation.

**Exercise 5:** Point out to the pupils that people is a very odd word being the only one that uses **eo** to spell /ē/, although **-le** is a common spelling for /əl/ when it comes at the end of a word.

## Extending Your Spelling Skills

**Exercise 1:** Make sure that the pupils fully understand the instructions. Some may have difficulty in grasping the necessity for changes, especially omissions, in the sentences they have to write. Go through the exercise orally, discussing fully all the changes that are required by the plural form.

To test the pupils' understanding you could use similar sentences in which certain words have to be changed to the plural form. Here are some examples:

1. We filled the tank in the boat.
2. There was a rose on the bush.
3. The color of the cherry showed it was not yet ripe.
4. Mother and her brother used to ride a pony.

**Exercise 2:** Remind the pupils that the misspelled words are list words and that by now they should be able to spell them without difficulty. If you find errors when this exercise is checked, suggest that pupils use the five-step learning technique on the words that still give them trouble.

**Exercise 3:** Again remind the pupils that these are all list words so that ate is not acceptable for (āt). Tell them to say the word, identify it by sound then write it in normal spelling.

## Extending Your Spelling Skills

1. Write each of these sentences changing the underlined word to the plural form. You will have to make changes in some other words to make the sentence sound right. The first is done for you.

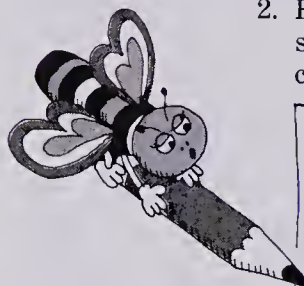
The tank of the boat was empty.

The tanks of the boats were empty.

(Notice that we changed was to were.)



1. The person watched the pony. <sup>The people watched the ponies.</sup>
2. The children knew the wish of their mother. <sup>The children knew the wishes of their mothers.</sup>
3. The sweater had a bright color and a silver button. <sup>The sweaters had bright colors and silver buttons.</sup>
4. The brother planted a bush beside his house. <sup>The brothers planted bushes beside their houses.</sup>



2. Proofread Spelling Bee's sentences for spelling and punctuation. Rewrite them correctly in your book.

1. There were <sup>eight people</sup> ~~ate~~ <sup>people</sup>.  
 2. I met her <sup>brothers</sup> ~~brotherz~~.  
 3. The <sup>buttons</sup> ~~butons~~ fell off.  
 4. What <sup>colors</sup> ~~kolors~~ are the <sup>roses?</sup> ~~roz~~.  
 5. Those <sup>houses</sup> ~~housses~~ are big.

3. Say these list words. Then write each one the way it is spelled.

(steps) ~~steps~~ (tangks) ~~tanks~~ (kul' ərz) ~~colors~~  
 (pō' nēz) ~~ponies~~ (rōz' əz) ~~roses~~ (pē' pəl) ~~people~~  
 (āt) ~~eight~~ (būsh' əz) ~~bushes~~ (but' ənz) ~~buttons~~



### Across

1. dish dishes
2. church churches
3. goose geese
4. child children
5. dummy dummies

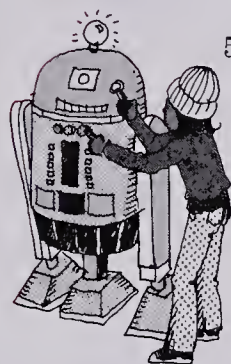
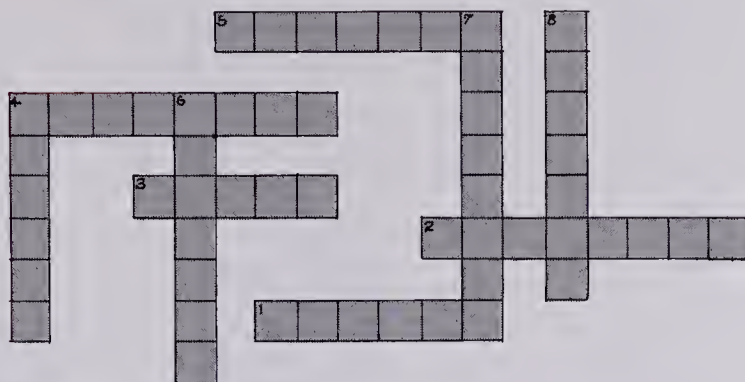
4. Complete this puzzle.

All the words in the puzzle are the plural forms of the clues.

Write the answers in your book, using the puzzle numbers.

### Down

4. cabin
6. dress
7. speech
8. flower



5. Read these sentences.

Find the underlined words in the *Mini-Dictionary* at the back of the book. For each word, write the meaning that fits the sentence. *Pupil activity*

1. She pushed the buttons to start the machine. *meaning 3*
2. The children bought two new fish tanks.
3. The family loved their home in the bush. *meaning 1*
4. Jan and Min put a cherry on top of each pudding. *meaning 2*

### Unit Test

How many words did you get right on this test?  
Add any words you found hard to spell to your special study list.  
Be sure to record your score.

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### Unit Test

Although self-correction is the normal method of dealing with pupils' spelling errors, this activity must be thoroughly supervised to ensure that pupils are not persisting in their mistakes.

Checking the results of the unit test will alert you to problems that some or all of the pupils are having in their spelling. Examine pupils' errors to see whether there seems to be any pattern to the kind of errors they make. This will guide you in the kinds of remedial teaching you should provide for these pupils. If problems can be diagnosed at an early stage, they are more easily corrected than if they are allowed to persist.

In the case of chronic misspellers, examine the pupils' spelling records which give information about particular spelling problems. Look to see whether there is a pattern and provide appropriate remedial work.

**Exercise 5:** This type of exercise is new and calls for oral presentation with a full discussion until such time as the pupils are able to recognize the variety of meanings a word can have and are able to choose an appropriate one.

Check the pupils' understanding by presenting them with more sentences of a similar kind such as:

1. Button up your coat; it's cold outside.
2. She wore a rose sweater with her new pants.
3. Sometimes he wishes he were still at home.
4. The native peoples of Canada are the Indians and the Inuit.

## Unit 21

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To recognize words that need an initial capital letter.
- To review the concept syllable.
- To establish the concepts stress and stressed syllable.
- To use these concepts as an aid to spelling polysyllabic words.

### Pretest

Although pupils should by now be accustomed to the routine of the pretest, some may still be anxious about the number of their mistakes. This anxiety could quite well be carried over from failure to do well in other subjects. It is imperative that, in this context above all, it should be dispelled so that pupils are aware of what they know and what they have to learn. Ensure that pupils are able to work in a supportive non-threatening atmosphere and that they recognize that they are not expected to spell all the words correctly on the pretest.

#### Dictation

My family came to Canada before I was born.  
We enjoyed hearing the Indian children telling us their legends.  
We meet every Friday.  
Is your birthday in May, too?  
Would you like to go to Mars?  
The new crossing guard, Mrs. Ek-tun, lives next door to the school.  
This is Mr. Tan, the referee for to-night's game.

## 21

Canada

Indian

Friday

May

Mars

Mrs.

Mr.

church

remember

stairs

upstairs

stone

running

having

### Pretest

Record your score.  
If you misspelled any words on the pretest, look at the words carefully to see where you made the mistake.  
Use the study method with these words.

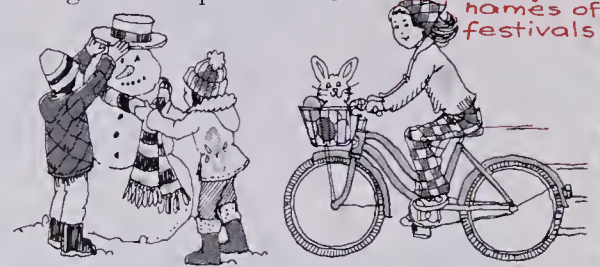


### Study Helps

1. Read the sentence below. Look at the underlined words.

We enjoyed our Christmas and Easter holidays.

Why do the words Christmas and Easter begin with capital letters? *because they are names of festivals*



2. Use these clues to write list words that begin with capital letters.

1. our country Canada

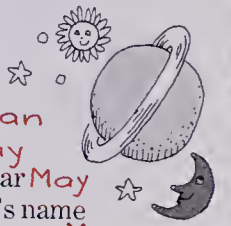
2. a planet Mars

3. a native of Canada Indian

4. a day of the week Friday

5. the fifth month of the year May

6. used in front of a person's name Mr. or Mrs.



3. Use these clues to write list words that do not begin with capital letters.

1. Its base word is have. having

2. a compound word upstairs

3. a rock stone

4. the opposite of forget remember

5. It has /ch/ at both ends of the word. church

### Study Helps

*Exercises 1 and 2:* By way of introduction, develop with the pupils the notion that some words are used to refer to special things, persons, places, events, etc., and that others are used with ordinary things, persons, places, etc. Start with pupils' names. Discuss with the pupils the difference between ordinary (or common) names shared by all members of a group, like girl, boy, teacher, and special (or proper) names like Ruth, Ivan or Ms. Kucera. Elicit from the pupils that their given and family names are capitalized, whereas

We will meet opposite the church.  
Try to remember to bring all your books.

He ran up the stairs.

We slept in one of the upstairs bedrooms.

Our house has a stone fireplace.

We could see the competitors running up the hill.

We are having a party next week.



4. Say these words.

Friday      running      having

How many syllables are there in each word? *two*

Write the words. *Friday running having*

In each word, is the first or second syllable stressed? *first syllable*

5. Say and write the list words that have three syllables.

Which syllable is stressed in each of these words? *Can'a da In'dian re mem'ber*

6. Say and write the word *having*.

Write its base word. *have*

What vowel sound do you hear? */a/*

How is it spelled? *a*

Which letter in the base word was dropped before you added the ending *ing*? *the final e*

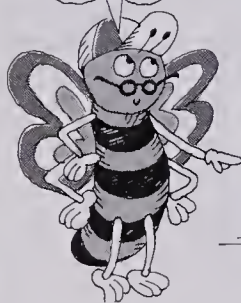
7. Write the word that sounds the same at the beginning and the end.

Circle the letters that spell /è/ + /r/. *church*

8. Write three words that have the same consonant blend. Circle these letters.

*(s)tairs  
up(s)tairs  
(s)tone*

Remember



Names, such as Friday and Canada, begin with *capital letters*.

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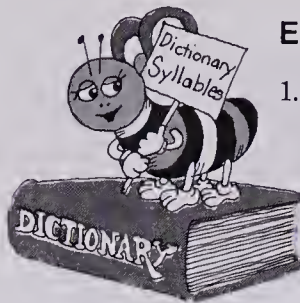
the general terms girl, boy, teacher, are not. Develop from this idea, comparisons such as:

day      Monday      Tuesday, etc.  
month      January      March, etc.  
country      Canada      France, India  
planet      Earth      Mars, etc.

Ask pupils to give other examples of names that are capitalized, such as place-names and continue to develop the distinction between specific and general names.

**Exercise 5:** In the word Indian we find another example of the tendency of /dē/ + vowel to become /j/ + vowel noted in the words studio and video in the special TV Unit. The spelling Injun used to represent the pronunciation of In-dian at the beginning of the century. Draw the pupils attention to the three syllables of this word, pointing out that the two vowels together ia belong to separate syllables with the result that, in careful speech, both vowels are sounded.

**Exercise 6:** Ask pupils whether they notice anything peculiar about the word have. This is an odd word in that /a/ is spelled **a — consonant — e**, the usual pattern for /a/; similarly the consonant is not doubled after a short vowel. In these respects the spelling is regular since no English word ends in **v** and **v** is never doubled, at least, not in the standard form of the language.



**ho-tel** (hə tel') a place where rooms and meals are supplied to the public, especially to travellers, for pay.

**In-di-an** (in'dē ən) a member of the race of people that was living in North and South America before the Europeans came; an American Indian.

**re-mem-ber** (ri mem'ber) call back to mind; I can't remember that man's name.

Canada  
church  
Friday  
having  
Indian  
Mars  
May  
Mr.  
Mrs.  
remember  
running  
stairs  
stone  
upstairs



## Extending Your Spelling Skills

1. The dictionary helps you to find out how a word is divided into *syllables*.

Look at the entry word.

Notice that the syllables have *dots* between them.

How many syllables are there in remember?

Look at the *pronunciation*.

Notice that the syllables have *spaces* between them.

Notice the *mark* after the second syllable  
(ri mem'ber)

This mark tells you that the *stress* is on the second syllable.

Look at the entry word hotel. Which syllable is stressed in this word? *second*

Look at the entry word Indian. How many syllables are there in this word? *three*

Which syllable is stressed? *first*

2. Write the list words in alphabetical order.
3. Copy this chart in your book. Fill in a list word that belongs with each group of words.

Planets	Places	Days of the Week	Countries	Short Forms
Neptune	school	Tuesday	United States	TV
Saturn	post office	Wednesday	England	O.K.
Jupiter	store	Thursday	France	
Mars	church	Friday	Canada	Mr. Mrs.

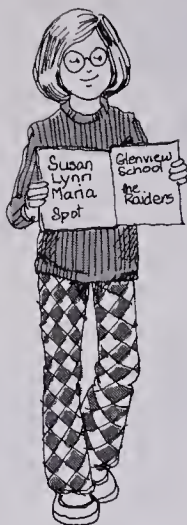
## Extending Your Spelling Skills

**Exercise 1:** You could suggest to the pupils that they turn back to the words written in exercises 4 and 5 of "Study Helps" and put in the stress marks.

**Exercise 2:** Write the list words on the chalkboard in alphabetical order so that the pupils can check their list. Make sure that pupils who have made mistakes understand why their answer is wrong. Check the accuracy of their correction.

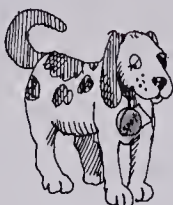
**Exercise 3:** This is another exercise involving classification. Go over this exercise orally with the whole group, making sure that they recognize the discriminating features of each group or set. Check their understanding of the process by having them suggest non-list words for each category.





4. Find more words that begin with capital letters. *Pupil activity*

You might write: the names of three friends  
the name of your pet (or your friend's pet)  
the name of your school  
the name of a sports team



5. Help Spelling Bee proofread this short story.



Friday  
On the ~~friday~~ before school closed, our School put on a show for sick children. We used the ~~cherch~~<sup>church</sup> hall. We helped the children walk ~~upstares~~<sup>upstairs</sup> to the hall. A group of ~~indian~~<sup>Indian</sup> children told a story called "~~the raven~~"<sup>The Raven</sup>. We all liked the ~~storie~~<sup>story</sup>. Some ~~peple~~<sup>people</sup> gave out ~~candies~~<sup>candies</sup>. It was a fun time to ~~rember~~<sup>remember</sup>.

Rewrite the story correctly. Pay careful attention to spelling and capitalization.

### Unit Test

How many words did you spell correctly on this test?  
Did you get any words wrong on the Pretest as well as on the Unit Test?  
Be sure to record your score.

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**Exercise 4:** While checking the pupils' responses to this activity, check the spelling too. Develop the connection between the use of capitals and the feature one-of-a-kind-ness.

**Exercise 5:** Allow only those pupils who have demonstrated competence at proofreading to work on this exercise independently. Work through it orally with the remainder before they write the story in their notebook. You will have to point out to them that titles of poems, stories, TV shows, etc., are written with capitals.

### Unit Test

Remind pupils that carefully saying a word that you want to spell often helps you to spell it correctly. This is especially true of polysyllabic words from which unstressed vowels are often lost.

## Unit 22

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To develop the concept compound word.
- To use this knowledge to learn to spell compound words.
- To review the consonant sound /ʃ/ and its spelling pattern **th**.

### Pretest

#### Dictation

My grandfather lives in Halifax.  
Does your grandmother bake cookies?

The newspaper landed in the mud instead of the porch.

I like my popcorn hot and buttery.  
We left the playground when it started to rain.

The traffic policeman came to our class to teach us bike safety rules.  
Cowboys have a tough, hard life.  
I wish to thank all those who helped us.

Is that your third hot dog?

There were about thirty children in the house.

I have a cupboard for my toys.  
I hope we have a sunny day for our trip.

Do you like being the eldest in the family?

What have you been doing?

# 22



grandfather  
grandmother  
newspaper  
popcorn  
playground  
policeman  
cowboys  
thank  
third  
thirty  
cupboard

### Study Helps

1. Remember that a *compound word* is made by joining two base words.  
In your notebook, write only the picture words that are compound words.



sunny <sup>1</sup>grand <sup>2</sup>father  
being <sup>1</sup>grand <sup>2</sup>mother  
doing <sup>1</sup>news <sup>2</sup>paper  
<sup>1</sup>pop <sup>2</sup>corn  
<sup>1</sup>play <sup>2</sup>ground  
<sup>1</sup>polic <sup>2</sup>man  
<sup>1</sup>cow <sup>2</sup>boys  
<sup>1</sup>cup <sup>2</sup>board

### Pretest

How many words did you spell correctly?

Where did you make mistakes?

Write these words in your spelling record. Study them carefully.

2. Write the list words that are compound words. Draw a line between the base words of each compound word. Above each part, write the number of syllables it has. Do it like this: grand/father

Use the base words and the syllables to help you spell these words.

3. Change the first letter of each word to the letters that follow the word. Say and write the words you have formed.

bird <sup>1</sup>third <sup>2</sup>th tank <sup>1</sup>th  
dirty <sup>1</sup>thirty <sup>2</sup>th <sup>1</sup>thank

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### Study Helps

*Exercise 1:* Make sure the pupils interpret the pictures correctly. If any pupil calls the umbrella a sunshade, then it must be included in the list of compound words, similarly if the truck is called a pick-up.

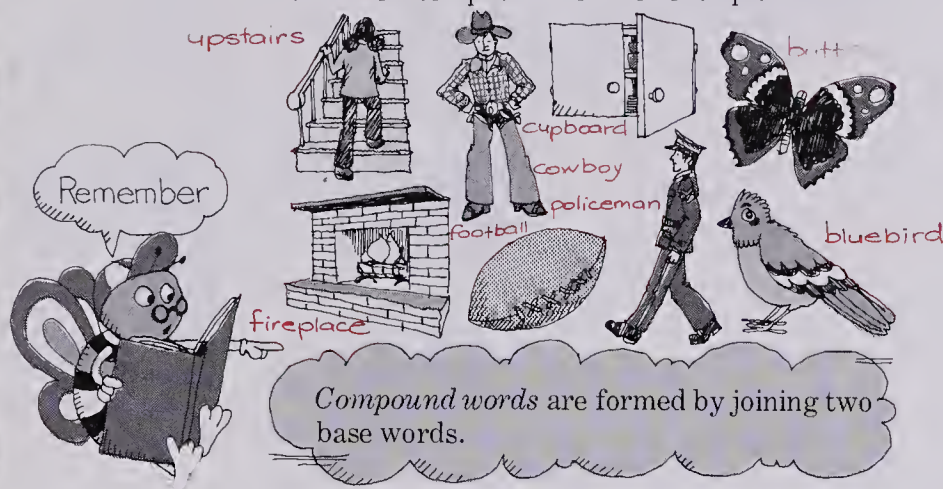
Develop with the pupils the notion that the elements of a compound word are words in their own right and have the same general meaning in the compound word as they do by themselves. You could use the following words as illustrations:

carry	—a base word
carried	—a base word + ending (-ed has no meaning by itself)
carriage	—a base word + ending (-age ending does not have any meaning of time)
carryall	—a compound word: base word (carry) + base word (all)

Note also that base words are changed before certain endings but in compound words the base words remain unaltered. Compare



4. Say and write the three list words that begin with /**th**/.  
Circle the letters that spell /**th**/. thank third  
Write the other two list words in which you hear /**th**/.  
Underline the letters that spell /**th**/.  
grandfather grandmother
5. Say and write the word **third**.  
What vowel sound do you hear? /**é**/+**r**/ *ir*  
What letters spell this sound? *ir*  
Write the other list word that has the same vowel sound. *thirty*
6. Look at the word **policeman**.  
Look at its pronunciation: (pə lēs' mən)  
What vowel sound do you hear in the second syllable? /**ē**/ *i*  
Write the word. *policeman*  
What letter spells /**ē**/? *i*  
What letter spells /**s**/? *c*
7. Write a compound word for each picture.



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the change of **y** to **i** before the **-ed** and **-age** endings but the retention in carryall.

**Exercise 2:** Remind pupils to check that they have divided the compound words in such a way that both parts are complete words.

Point out that in saying some of these compound words we sometimes miss out a letter but we must put the letter in when we write the word; examples are the loss of **d** from grand in grandfather and grandmother and of **p** from cup-board.

**Exercise 3:** Check that the pupils understand the instructions.

**Exercise 4:** If your pupils consult a dictionary they may discover that the initial sound is written (th) in the dictionary spelling symbols. You then have a choice of developing with them the distinction between the unvoiced and voiced versions of the consonant spelled **th** through such contrasting pairs as ether-either, bath-bathe, breath-breathe, and then relate the sounds to the two symbols /**th**/ and /**TH**/. However, since the sound are minimally different, are not likely to be confused and are both spelled **th**, it scarcely seems profitable to insist on the difference. In these circumstances it would appear to be sufficient to say that though the dictionary makes a distinction necessary for those who want to know how they should pronounce the word, for spelling purposes we can treat them as one sound /**TH**/ with one spelling **th**.

**Exercise 5:** You could complete the trio by adding the word thir-teen. The connection with three is obscured by the consonant-vowel interchange and the substitution of **i** for **e**. Pupils who have problems with these words should use the five-step study method.

**Exercise 7:** Make sure that the pupils properly identify the pictures.

## Extending Your Spelling Skills

1. Complete the compound words in these sentences.

Write the completed sentences in your notebook.

Grand father was reading the news paper while grand mother was making some hot pop corn.

The police man stopped the car that was speeding near the play ground.



2. Look at this word: cupboard  
Cupboard is a compound word.

What are the base words?

Do you hear each base word as you say the word — (kub'ərd)?

The word cupboard was first used a long time ago for "a shelf (or board on the wall) where cups and dishes were kept." How do you think the word was pronounced in those days?

*Individual responses*

3. Write as many compound words as you can by joining each of the words in the box with the word beside it.

*Sometimes  
Somehow  
Someone  
Somebody  
Somewhere  
Something*

some

times	how
one	where
body	thing



sun

lamp	fish
rise	burn
flower	shine

*Sunrise sunflower  
Sunburn sunshine  
Sunlamp sunfish*

*door man  
door knob  
door bell  
door step  
door way  
door nail*

door

man	step
knob	way
bell	nail

day

light	dream
time	break

*daylight daydream  
daytime daybreak*

## Extending Your Spelling Skills

**Exercise 2:** Use the explanation of the origin of the word to reinforce the spelling pattern. The effect of forming compound words is to bring consonants together in very unusual groupings, and, as a result, some of the more awkward combinations are smoothed out, a process that obscures the spelling. In this particular case /pb/ cannot be pronounced without making a clear break between the two syllables. Such a break can be detected between the two elements of popcorn, a word of recent origin, but cupboard is so old (medieval, at least) and so common that the smoothing of the consonant combination is long established.

**Exercise 3:** Words can be compounded by using all the words in each box. If some of the compounds are unknown to the pupils, have them use a dictionary to find the meaning.

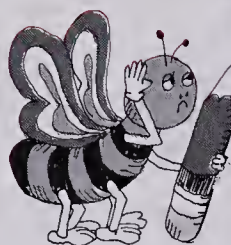
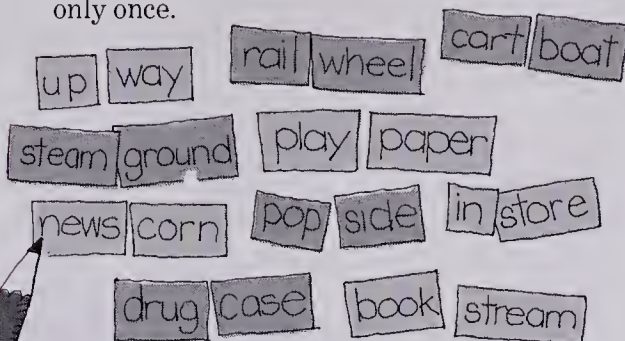
**Exercise 4:** The simplest way of dealing with this exercise is to have the pupils write each word on a small piece of paper and then rearrange the words to make compounds.

Write the list of compound words on the chalkboard so that pupils can check their solutions.



upstream  
railway  
cartwheel  
steamboat  
playground  
newspaper  
popcorn  
inside  
drugstore  
bookcase

4. Spelling Bee had some base word blocks, and wanted to join them together to make compound words. But Spelling Bee made some mistakes. Correct Spelling Bee's mistakes. Each base word block can be used only once.



Write the compound words correctly in your book.

5. Copy the puzzle outline.  
Use the clues to complete each word.  
If all your words are correct, the letters in the boxes will spell a word meaning "people who look after cattle."

a snack	popcorn
one who keeps order	policeman
a form of throw	threw
adding to be	being
I was _____ the dishes.	doing
a bright day	sunny
It tells what is happening.	newspaper



### Unit Test

How many words did you get right on this test?  
Be sure to record your score.

You may have non-native speakers of English in your class whose original language did not permit the type of compounding illustrated in the Unit. It will be necessary for you to work through exercises 3 and 4 with them orally until they show they have grasped the principle involved.

*Exercise 5:* Make sure that the pupils understand the instructions. Point out that the short lines indicate the number and position of each letter in the word.

### Unit Test

Direct pupils to examine their errors and to compare them with the errors they made on the pre-test. Were there mistakes in two and three-syllable words? Were letters in compound words omitted? Was the same word misspelled both times? Was it misspelled in the same way each time?

If any pupils show persistent mistakes, help them analyze their mistakes to find the underlying cause and, supply them with appropriate remedial material.

## Unit 23

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To hear and identify the vowel sound /ô/ + /r/.
- To relate /ô/ + /r/ to the spelling patterns **or** and **(w)ar**.
- To review the spelling of contractions.

### Pretest

#### Dictation

The school bus leaves at four o'clock in the summer.

She's the new school nurse.

I don't think we're going to stay here.

She won't be able to come.

We all know you're a good skier.

When the curtains opened, the audience became very quiet.

Come and sit down beside us.

My baby sister was born last Saturday.

The storm blew down some trees.

They all wore special clothes for the play.

We must all make war on litter.

Skipping made us so warm that we took off our jackets.

He thought he heard someone in the next room.

They were happy when everyone started to clap.

## 23

o'clock  
she's  
we're  
won't  
you're  
became  
beside  
born  
storm  
wore  
war  
warm  
someone  
everyone

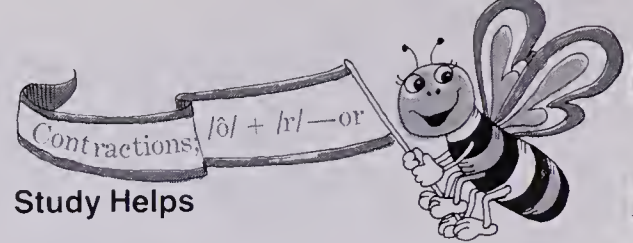
### Pretest

How many words did you spell correctly?

Record your score and the words you misspelled.

If you found some of these words hard to spell, add them to your list of difficult words.

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### Study Helps

1. Read this verse. Look at the underlined words.

It's a lovely day,  
So what's the delay?  
Don't you want to come with us?  
Come on, we'll take a bus.

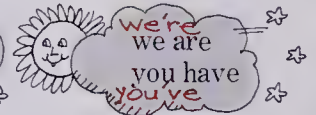
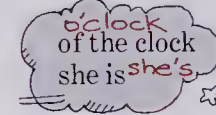


Each underlined word is a *contraction*.

A contraction is a shortened form of two or more words written as one word. One or more letters are taken out and replaced with an apostrophe (').

- In your notebook, write the contractions from this verse. Beside each contraction, write the two words from which it is made.

2. Write the contraction for each group of words. Remember to put in the apostrophe (').



3. Write the contraction for                      won't  
How is this contraction different from the ones you wrote in Exercise 2? Its entire form is different from the two words from which it is formed.

### Study Helps

Pupils whose pretest results show competence in spelling could be assigned only those exercises that are relevant to their individual needs. They could then work independently on the "Extending Your Spelling Skills" section.

Work through the exercises orally with the remaining pupils so that you can check their work closely and thus identify those who need extra help.

*Exercise 1:* Help the pupils with the pronunciation of contraction and apostrophe. Make sure that all the pupils understand what contractions are and show how they are related to our speech patterns.

Check the pupils' understanding by having them write the full form of such common contractions as: I'm, he's, that's, it's etc. Note that he's and she's may be derived from either he/she is or he/she has. Clarify any difficulties by having pupils expand the contractions in pairs of sentences. For example:



4. Say and write the word **born**.  
Listen for the middle sound.  
We show this sound like this: /ô/ + /r/ because  
the /ô/ and the /r/ flow together.  
What letters spell this sound? **or**  
Write the other list words that have /ô/ + /r/.  
**storm wore war warm**

5. Say the word **war**.  
Listen for /ô/ + /r/.  
How is it spelled? **ar**  
Write the other list word in which /ô/ + /r/ is  
spelled ar. **warm**

6. Rewrite these sentences using contractions  
wherever you can.

**She's** going to tell her that **you're** coming.  
**We're** sure that **we'll** be home by four **o'clock**.  
**won't** I will not give you an apple if you **don't** finish  
your work.

Proofread your sentences carefully for  
spelling and apostrophe.

7. There are four compound list words. Write  
them. **became beside someone everyone**

Remember

A *contraction* is a shortened form of two or  
more words. One or more letters are taken out  
and replaced by an *apostrophe* (') as in, **he will**  
—**he'll**.

/ô/ + /r/ is usually spelled **or** as in **born**  
in a few words is spelled **ar** as in **war**

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The most common spelling for the  
sound is **-or-** as in **storm**; less  
common is **-our** as in **pour** and  
**court**; and **oar** as in **oar** and **board**;  
**oor** for /ô/ + /r/ is found only in  
**door** and **floor**.

*Exercise 5:* A special group of  
words has /ô/ + /r/ spelled **ar**  
when preceded by /w/ or /kw/  
(spelled **qu**) as in **wart** and **quart**.

It might be a useful exercise for  
pupils to make up a chart of these  
**-war-** words. In the process of col-  
lecting examples, pupils might  
discover, or be led to discover the  
limiting condition of this spelling  
pattern, that is, that the **war** is  
final, as in **war**, or is followed by  
another consonant other than **r** as  
in **warm**, **ward**, **quarter**. The words  
could be collected as a result of  
chance encounters in reading or  
in the study of other subjects, or  
systematically as the result of dic-  
tionary study. In the latter case, the  
pupils could be given the task of  
checking for entries beginning  
with **war-**, **swar-** and **quar-**. The  
only word beginning with **squar-**  
is **square**, which illustrates a diffe-  
rent spelling rule.

*Exercise 6:* You could discuss with  
the pupils the difference between  
the tone of the original sentences  
and that of the sentences with con-  
tractions. They will probably be  
able to detect the formality of the  
originals but will express it in  
more informal terms.

He's going to play for us. (He is)  
He's already scored two goals. (He has)  
She's not coming this week. (She is)  
She's found new friends here. (She has)

*Exercise 2:* The phrase of *the clock*  
is so archaic that few pupils will  
recognize it as the origin of  
*o'clock*. You could ask how many  
pupils say "a quarter of " the hour,  
and how many, "a quarter to."  
The first expression retains the  
same older form that is seen in  
*o'clock*.

*Exercise 4:* Among most Canadian  
speakers, the sound /ô/ survives  
only in conjunction with a follow-  
ing /r/; in other positions, it has  
become /o/. In the following pairs  
of words the vowel sounds were  
once differentiated but now the  
two words rhyme: *cot/caught*,  
*offal/awful*.

The /r/ in /ô/ + /r/ is not the same  
sound as is heard at the beginning  
of such words as *rat*, *rot* or *rut*, but  
is rather the so-called retroflex **r**  
made by retracting the tongue as  
the vowel sounds ends, so that the  
final result is closer to a diphthong  
than to a vowel + consonant  
combination.

## Extending Your Spelling Skills

- Copy the chart below.  
Fill in the blanks with the correct words.

Contractions	Complete Words	Contractions	Complete Words
aren't	are not	where's	where is
let's	let us	hadn't	had not
won't	will not	what's	what is
they're	they are	we're	we are
who's	who is	you've	you have
you're	you are	she'll	she will

- Read Angela's letter to her friend.  
Rewrite her letter using contractions wherever you can.



Dear Pat, you're  
I know you are busy and that you will not be coming to visit us this summer. I have I've I'll  
collected some fantastic butterflies and I will  
show them to you the next time. I am going to  
try to have the biggest butterfly collection in the whole school.  
You haven't written to me for a long time. I  
am going to write to you every month.  
Your friend,  
Angela

- Write as many words as you can that rhyme with:  
wore o'clock Individual responses

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## Extending Your Spelling Skills

*Exercise 1:* Make sure that the pupils are able to copy the chart accurately. Point out that the first example is done for them.

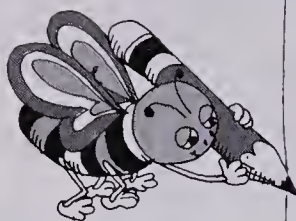
*Exercise 2:* It could be profitable to compare the two versions of the letter, asking them which one they would prefer to receive.

Remind the pupils that an apostrophe omitted is a spelling error.

*Exercise 3:* Ensure that pupils understand that the basic criterion of rhyme is the identity of the final sounds not of the spelling. This fact enables them to include war in the first list and words like hawk and talk in the second.



4. Help Spelling Bee proofread this story. Then rewrite it correctly in your notebook.



At three <sup>o'clock</sup> ~~oclock~~, it <sup>became</sup> ~~becaim~~ dark outside. Half an hour later, the <sup>storm</sup> ~~storrn~~ hit. Father wondered, "What's <sup>What's</sup> going to happen to Susan? <sup>She's</sup> ~~Shes~~ not home from school. I hope she <sup>won't</sup> ~~wont~~ leave till the storm is over. She <sup>wore</sup> ~~vor~~ only a thin jacket. <sup>I'll</sup> ~~ill~~ wait for her here beside the window."

Mother replied, "<sup>You're</sup> ~~You~~ always worrying." She was sure Susan was going to ask some one she <sup>knew</sup> ~~new~~ for a ride. She was right.

Check your sentences for spelling.



5. Replace each underlined word or words with a list word that has a similar meaning.
1. They stood near the fire. <sup>beside</sup>
  2. The ship was broken up in the gale. <sup>storm</sup>
  3. His face turned pale when he heard the news. <sup>became</sup>
  4. She put on a witch's costume. <sup>wore</sup>
  5. Has somebody taken my pencil? <sup>someone</sup>

### Unit Test

How many words did you get right on this test?  
If you misspell any words, be sure to add them to your special study list.

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Exercise 4: Remind pupils that proofreading involves capitals, punctuation and apostrophes as well as spelling.

If you have pupils who have to spend most of their time on "Study Helps" and rarely meet this type of proof-reading exercise, take time to go over this exercise with them orally for the sake of experience. You could write the story on the chalkboard, have the pupils identify and correct mistakes, then rather than have them copy mechanically the corrected text, you could require them to work from the original uncorrected text.

### Unit Test

Continue to use the unit test to diagnose difficulties in spelling.

## Objective

To review and extend the use of those high-utility words listed in Units 19—23.

## Enabling Objectives

- To review the sound spelling relationship /ü/—**oo** or **ew**.
- To know when to write a word with an initial capital letter.
- To recognize that a compound word is made up of two base words and to use this knowledge as an aid to spelling such words.

*Exercise 1:* As pupils review their record forms and unit test results, spend a few moments with each pupil to refresh your memory of the individual pupil's performance. You should then be able to assign specific exercises in this group for a particular pupil or for a small group.

At the same time you could check the pupil's spelling record to see how accurate and complete is his/her analysis of the spelling problems. Help them isolate and pinpoint the part of the word that is misspelled. You could suggest that they print their misspelling on one line and the correct spelling immediately under it so that they can match the letters and locate the differences, thus:

cherch people new stoped  
church people knew stopped  
Encourage pupils to consult you concerning mistakes if they have any doubt about how they should be classified.

## Looking Back

1. Check the list of words you misspelled in Units 19—23

For each misspelled word:

- a. Say the word.
- b. Decide whether the word is spelled differently from the way it sounds.
- c. Write all the words that have spellings that are different from the way they sound.

For all the words that you find really hard, use the steps LOOK SAY COVER WRITE CHECK. You can also write them on separate cards, and study them by sliding a blank card over them as you did in Unit 10.



cuckoo  
school  
shoot  
flew  
blew  
grew

buttons  
boats  
roses  
ponies  
cherries  
tanks  
colors  
presents

houses  
mothers  
feet  
wishes  
geese  
nests  
churches  
men

2. Say these words. Write only those words in which you hear /ü/ as in goose.

cuckoo	good	flew	four
foot	sew	door	floor
school	shoot	blew	grew

3. Here are some base words. Write the plural for each.

button	cherry	house	goose
boat	tank	mother	nest
rose	color	foot	church
pony	present	wish	man

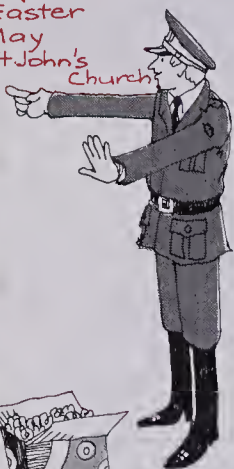
*Exercise 2:* Pupils who include the words foot, good, door and floor among their words are obviously working on a visual rather than an aural basis of classification. Remind pupils to say the words quietly to themselves and to listen to the vowel sounds. If they still include foot and good then either they are Scots or they fail to differentiate /ü/ and /u/. To help them to hear this distinction, say these pairs of words look/Luke, took/tuque and ask whether they rhyme. Have the pupils say one of the pairs two or three times and ask whether the two words feel the same in the mouth. When the difference is recognized, then give

more words spelled with **oo** and have pupils divide them into /ü/ words and /u/ words. Here are some words you could use: fot, boot, nook, noodle, cook, crook.

*Exercise 3:* This exercise gives a good opportunity to discuss regular words and odd words. The rules for regular noun plurals are straightforward—add **s** to the base word except where the base ends in **s**, **z**, **ch**, **sh** and **x**(=/ks/), to which **es** is added; when the base ends in **consonant** + **y**, change the **y** to **i** and add **es**. Using the spelling of the base word rather than the pronunciation of the plural



Hallowe'en  
Saturday  
Indian  
Canada  
Friday  
Mrs. Smith  
Canadian  
Mars  
Mr. Jones  
Japanese  
Easter  
May  
St. John's Church



She's  
we're  
he's

flew  
threw  
eight  
wore  
stairs  
knew

4. Remember that we use a capital to write the first letter of people, places, and days.

From the lists below, choose all the words that need capital letters. Write these words correctly in your notebook.

hallowe'en	friday	holiday
saturday	mrs. smith	mars
indian	country	japanese
canada	canadian	easter
planet	mars	may
police	mr. jones	church
st. john's church	school	birthday

5. Remember that compound words are formed by joining two base words. From the lists below, write the words that are compound words.

policeman	popcorn	sometimes
sunflower	newspaper	grandmother
cowgirls	doorman	unimportant
unhappy	somewhere	daydream
thankful	everybody	playground

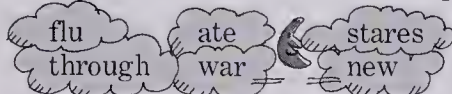
6. Change the pairs of words below to contractions.

she is	will not	what is
we are	you are	that is
he is	of the clock	

what's  
that's

won't you're o'clock

7. Write a list word that has the same sound as each of these words, but a different spelling.



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How far such an analysis should be taken will depend on the capacity and interest of the pupils. If these features are high, the activity will lead to a better understanding of the system of English spelling. But, if the interest is low, then it should be avoided and a greater emphasis placed on rote learning and mnemonic devices. The complete list of vowel change plurals is: foot/feet, goose/geese, louse/lice, man/men, mouse/mice, tooth/teeth, woman/women.

**Exercise 4:** Although dictionaries capitalize proper adjectives, usage is becoming more and more divided on this point. This is especially the case with adjectives referring to countries when the objects so modified do not originate in the country designated; for example, french fries but French fashions, german sausage but German cars, dutch courage but Dutch cheese, indian ink and india-rubber but Indian ivory, etc.

ending, avoids having to use an extra rule to cover words like house and rose. In these two groups of words, the final sound is /s/ and /z/ respectively and the sound of the plural ending is /əz/, a situation that should call for the addition of -es to the base word. However, since the base word already ends in e, one of the e's is dropped so that in fact, only s is added.

The exercise can be used as a problem in classification. At this stage, it might be necessary for the teacher to supply the criteria, regular plurals, almost regular plurals

and irregular plurals and to ask the pupils to so classify the words. This would produce three lists:

1. buttons, boats, tanks, colors, presents, mothers, nests and roses and houses (base + s)
2. cherries, ponies, wishes, churches (base + es)
3. feet, geese, men (vowel change)

Pupils could be prompted to subdivide the second group into:

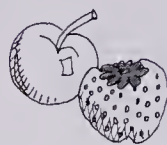
- 2a. wishes, churches (base + es)
- 2b. cherries, ponies (y→i + es)

Note that this rule applies only to consonant + y—cherries, ladies, ponies, etc., and not to vowel + y as in boys, monkeys, jays, etc.

Since usage is so divided, in case of doubt, it would be prudent to err on the side of formality and use capitals with proper adjectives derived from the names of countries.

**Exercise 5:** A compound word has been defined as one made up of two separate words. Pupils might argue that thankful is a compound meaning "full of thanks", a reasonable assumption since the ending -ful is a form of the word full. However, the modified spelling marks -ful as an ending and pupils must remember to write it with a single l.

Exercise 8: Some pupils may still find sentence dictation difficult to write and check. Watch these pupils closely to see that they are keeping up with your rate of dictation. If necessary, dictate only one sentence, and have it checked before you go on to the next one. Allow adequate time for writing and checking in order to stress complete accuracy of spelling, capitalization and punctuation.



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It might be a good idea to write these points on the chalkboard before pupils begin to write or correct their sentences.

Continue to encourage pupils to write the complete sentence from memory rather than requesting word-by-word or phrase-by-phrase dictation. Suggest that they listen for the sense and meaning of the sentence then they will find the recall of the words much easier.

Exercise 9: Remind the pupils to say each word quietly to themselves, and, if necessary, tap out the syllables.

As an extension exercise, you could have the pupils mark the stressed syllable.

8. Your teacher will dictate these sentences.

1. The policeman knew the eight people lost in the storm.
2. She's running up the stairs.
3. The robins keep warm in the nest.
4. Grandmother put the popcorn in the cupboard.
5. Mrs. Brown wore a warm coat when she visited Canada in winter.

Proofread your sentences for spelling and punctuation.

9. Copy this chart in your book.

One Syllable	Two Syllables	Three Syllables
grew shoot goose saved nest knew tanks	robins brothers houses buttons ponies cowboys o'clock roses wishes Friday	everyone remem policeman Canad Indian grandfath newspaper

Write these words under the proper heading.

grew	goose	policeman	Canada
shoot	saved	cowboys	Friday
everyone	nest	o'clock	Indian
robins	buttons	roses	grandfather
brothers	ponies	wishes	newspaper
houses	remember	tanks	knew

10. Write the list words from the last five units that match these clues.

1. another form of grow grew
2. Birds twitter and chirp.
3. more than one person people
4. a low tree bush
5. your father's father grandfather
6. a small red fruit cherries

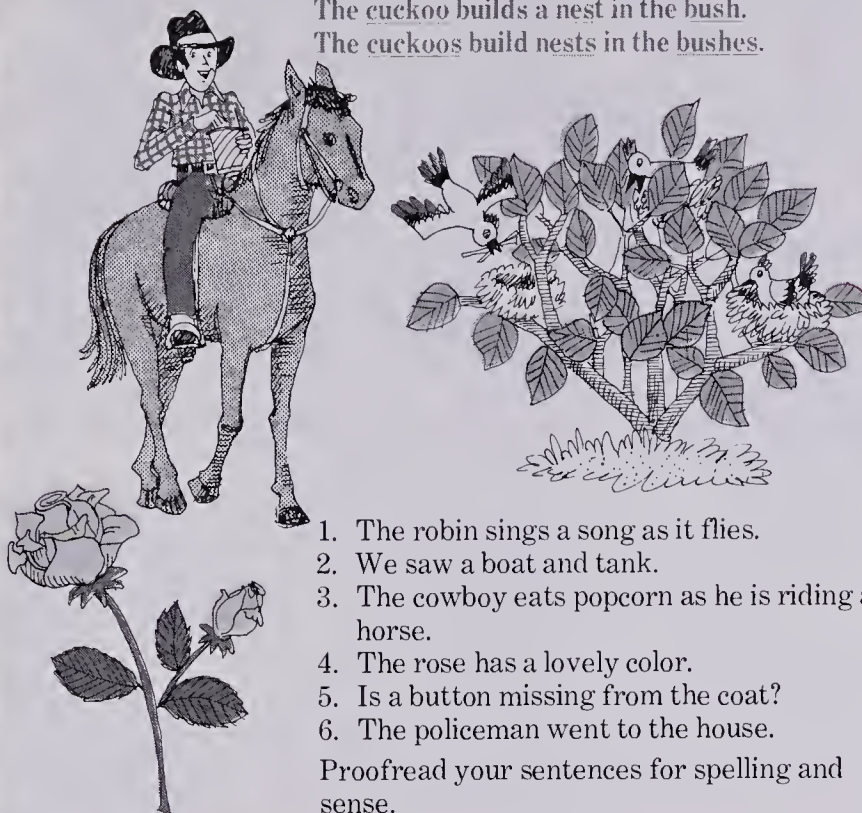


7. the opposite of forget remember
8. the day that comes before Saturday Friday
9.  $15 + 15 =$  thirty
10. It gives us news. newspaper
11. contraction of we are we're
12. another form of know knew

11. Rewrite each sentence in the plural form.  
You may have to make changes in other words as well. For example:

The cuckoo builds a nest in the bush.

The cuckoos build nests in the bushes.



1. The robin sings a song as it flies.
2. We saw a boat and tank.
3. The cowboy eats popcorn as he is riding a horse.
4. The rose has a lovely color.
5. Is a button missing from the coat?
6. The policeman went to the house.

Proofread your sentences for spelling and sense.

1. The robins sing songs as they fly. 2. We saw boats and tanks.  
3. The cowboys eat popcorn as they are riding horses. tanks.  
4. The roses have lovely colors. 5. Are buttons missing from  
6. The policemen went to the houses. the coats?

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## Review Test

**Exercise 11:** Make sure that the pupils understand the instructions. Go over the example with them to ensure that they realize that **a** has been dropped before the plural nests. If doubt and uncertainty remain, discuss further examples or the first two or three sentences in the exercise until the difficulties have been eliminated.

Note that in sentence 5 **a** could either be omitted or changed to **any**.

Proceed as before if you have been giving review tests. In lieu of such a test, you may wish to test individual pupils on their lists of problem words.

One method of organizing this individual testing is to prepare individual test lists and then pair the pupils to administer the appropriate test to each other. Although the results will be self-marked, they should be checked for accuracy and completeness.

## Special Unit: Sports

### Objectives

- To provide variety in the spelling program.
- To develop interest in learning to spell words that relate to various sports.

### Teaching Suggestions

This is another special unit and it should be treated accordingly. No formal testing is required beyond a discussion of the words with the pupils and corrections by them of the exercises. Emphasis should be placed on such matters as vocabulary development, precision of language, and the extension of spelling consciousness beyond the normal bounds of a spelling program.

The general suggestions contained in previous special units also pertain to this one.

*Exercise 1:* If necessary, discuss the pictures with the pupils and help them to identify the sports. You could suggest that the pupils consult their dictionary to check their spelling before using the list on the next page.

If you have other sports programs in your school or district, such as volleyball, lacrosse, curling, add them to the list.

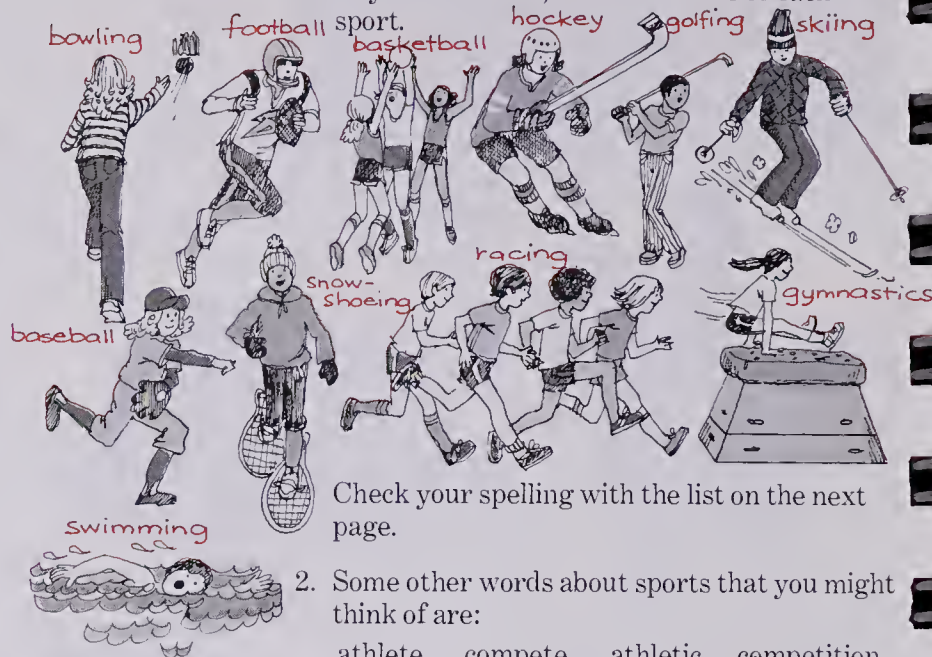
*Exercise 2:* The two pairs of words in this exercise illustrate some features that you could explore with some interested pupils.

One general point for the attention of all pupils is the pronunciation of the first pair of words. Many speakers insert a schwa between the consonants /th/ and /l/, a pronunciation, common among sportscasters, that could lead to misspelling. The blend /thl/ never occurs in English. When the two sounds do come together, it is generally the result of adding an

### Sports

1. Each of the pictures below shows a kind of sports activity.

In your notebook, write the name of each sport.



Check your spelling with the list on the next page.

2. Some other words about sports that you might think of are:

athlete compete athletic competition

Say and write each word. What do you notice about the second vowel sound in

athlete → athletic? compete → competition?

Complete each sentence with one of the four words above.

The athlete won five gold medals.

She won all five athletic events.

She wanted to compete in the 1000 km race.

But there was no competition for that event.



3. There are some sports activities that you can do alone. There are others for which you need a partner. Others require a whole team! Copy this chart in your notebook. Complete it with as many sports activities you can think of.

Alone	Partner	Team	Pupil activity

4. Look at these pictures. Write the sports words that come to your mind. Add these swimming and skiing words to your list of sports words.



5. Read these riddles and write the answers in your book.

1. There are ten of us. We have small heads and fat bodies. We stand at the end of the lane. What are we? *bowling pins*
2. I am a black piece of rubber. I travel very fast along the ice. What am I? *hockey puck*
3. We are long and thin, and there are two of us. Sometimes one of us gets lost in the snow. What are we? *skis*
4. I am made of wood, and am usually held by two hands. I hit a ball. What am I? *bat*

swimming  
hockey  
baseball  
skiing  
bowling  
basketball  
gymnastics  
racing  
football  
golfing  
snowshoeing

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**Exercise 4:** The collection of sports words need not be restricted to the two illustrated in this exercise. Pupils, individually or in groups, could be encouraged to collect words pertaining to their favorite sports, to prepare charts of these words and to be responsible for adding to the charts wherever, and whenever, relevant words are encountered. The charts should be kept in the Spelling Centre or other convenient place so that they are available for consultation by any pupil.

retains its quality. On the other hand, the loss of the stress on the /ē/ in compete results in its reduction to /ə/. This latter point has value in learning to spell. In many compound words, the stress falls on one of the syllables of the ending and a vowel in the base word is reduced to /ə/, which, of course, gives no indication of the spelling of the sound. By going back to the base word, the original vowel sound can be recovered and hence, its spelling.

**Exercise 3:** Discuss the instructions with the pupils to make sure that they understand them.

Many individual sports such as swimming, skiing, are made competitive and the competitors are referred to as members of a team. Suggest to the pupils that they include under the heading Team only those sports that cannot be pursued alone or with one partner.

**Exercise 5:** Encourage pupils to make up their own riddles for the amusement and benefit of the class.

## Unit 25

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To recognize the following sound-spelling relationships:
  1. /k/ may be spelled **c** as in came, clown
  2. /k/ may be spelled **ck** medially or finally as in clock, cricket
  3. /s/ may be written **c** before **e** or **i**
- To review the concepts syllable and stress as an aid to spelling.

### Pretest

#### Dictation

The band leader turned and faced the cheering crowd.

I used to keep pet mice.

My father packed the fish in ice.

People worship God in many different ways.

My mother heard the crash of the falling dishes.

Soon we will be able to take a rocket ship to the moon.

The chirp of the cricket seemed to come from the porch.

We went to the city to see the parade.

Do you need more space to work?

Their camping trip was a real adventure for them.

Look at the picture they painted. Perhaps you could write a poem to tell us how you felt.

During the floods, the police rescued many people and animals.

My sister says it doesn't suit her.

# 25

faced  
mice  
ice  
God  
crash  
rocket  
cricket  
city  
space  
adventure  
picture  
poem  
police  
doesn't

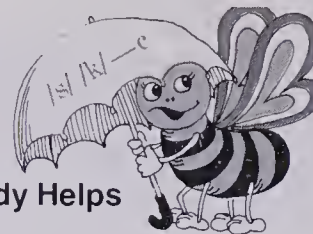
### Pretest

How many words did you get right?

If you misspelled any of the words, look closely to see what part of the word gave you a problem.

Ask yourself why you spelled that word incorrectly.

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### Study Helps

1. Read this sentence. Listen to the sounds of the underlined words. Write the words. came city clown dance  
We came to the city to watch the clown dance.  
Notice that **c** spells /k/ in words like came and clown, and that **c** spells /s/ in the words like city and dance.
2. Listen for /s/ as you say and write these list words. crash picture  
faced mice ice city space police  
What letter spells /s/? **c**  
In each of these words, what letter follows **c**? **e**, except for city  
Usually when /s/ is spelled with the letter **c**, the **c** is followed by either **i** or **e**.

3. Say these list words and listen for /k/.



Write the words. crash picture

What letter spells /k/? **c**

4. Say and write the word cricket. cricket  
What is the first consonant sound you hear? /k/  
What letter spells /k/? **c**  
In what other part of the word do you hear /k/? **middle part**  
Circle the letters that spell /k/ in the middle of the word. cricket

Say and write the other list word in which /k/ is spelled **ck**. rocket

### Study Helps

**Exercises 1—4:** The spelling patterns involving /s/, /k/, **c** and **k** are fairly regular.

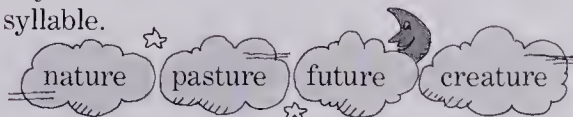
- (i) /k/ is regularly spelled **c** before **a**, **o**, **u** (cat, cog, cut) except in words recently borrowed from a foreign language. One exception to this pattern is kale (also spelled kail)
- (ii) /k/ is regularly spelled **k** before **e**, **i** (keep, kelp, kill, kitten)
- (iii) /k/ + /l/ or /r/ is almost invariably spelled **cl** or **cr** as in cliff, cream; **kl** and **kr** are only found in foreign words such as kloof and kraal, both from South Africa and both Dutch. (It is interesting to note that the



5. Say the word adventure.  
 three How many syllables are there? Write the word in syllables. ad·ven·ture  
 Mark the syllable that is stressed.  
 Remember that the stress mark looks like this: ' and is placed after the syllable.  
 Look carefully at the last syllable. How is it spelled? ture

Write the other list word that has the same last syllable. picture

Say these words that have the same last syllable.



Use your study method to help you learn to spell adventure and picture.

6. Say and write the list word that is a contraction. doesn't  
 Write the two words that form this contraction. does not
7. Say and write the word poem.  
 How many syllables are there? two  
 Write the words in syllables. po·em  
 If you say this word carefully as

pō em

it will help you to spell it correctly.

Sometimes c spells /s/ as in mice  
 c spells /k/ as in crash

When c spells /s/, it is usually followed by i or e.

**Exercise 5:** The sound /chər/ at the end of a word can arise either from a base word ending in /ch/ + er (teach + er, watch + er) or a word like those studied in this exercise whose last syllable was originally pronounced /tūr/ and spelled -ture. Given a word with the /chər/ ending, it is possible to apply a test to help determine the spelling. By removing the /ər/ from the word (tēchər), one is left with (tēch), a recognizably connected word, teach, but removing /ər/ from (krēchər) leaves (krēch) which is no known word. The probable spelling of (tēchər) is, therefore, teacher and of (krēchər), it is creature.

Use the word picture to illustrate the importance of standard pronunciation to correct spelling. Have pupils pronounce the two words pitcher and picture until they (and you) can detect the /k/ in /pikchər/.

Dutch borrowed kraal from the Portuguese corral which turns up in English in a different context.

On the other hand a final /k/ following a consonant is almost invariably spelled k. You could present the following words to illustrate both patterns: crank, clerk, clinch, cringe (krinj), clank, etc.

- (iv) After a stressed short vowel, where doubling of the consonant normally occurs, /k/ is spelled ck: rock, rocker, luck, backer. Again kk only occurs in words of foreign origin, as in trekking.

- (v) c is used commonly before e, i/y to spell /s/, cell, city, cycle, but s is found even more commonly in this position, compare cell/sell, cite/site. Similarly, ce is used to spell a final /s/ after a long vowel, as in face, ice, mice, etc., but so is se—compare louse/lice, mouse/mice, face/case, etc. There is no general rule governing the distribution of these spelling patterns; pupils should be warned to note carefully which consonant is used as they learn to spell words ending in a long vowel + /s/.

The pupils could be encouraged to start their own list of -ture words encountered in science, geography and in their general reading. They occur quite commonly.

**Exercise 6:** Draw the pupils' attention to does. Elicit from them that it is derived from do + s, which partially accounts for its spelling but not for its pronunciation; both are odd.

## Extending Your Spelling Skills

**Exercise 1:** As in previous dictation exercises, read each sentence at a normal pace and with normal intonation. Tell pupils to listen to the complete sentence in order to grasp the sense of it, before they attempt to write anything. When they do write, they should attempt to write the complete sentence. When they are proofreading, remind them that an omitted apostrophe counts as a spelling mistake.

**Exercise 2:** So far in dealing with rhyme we have been concerned mainly with single syllable words, and in these circumstances a simple definition of rhyme as identity of sound of the vowel and consonant is adequate. However, with polysyllabic words the definition has to include the notion of stress and rhyme defined as "identity of sound between words or lines extending back from the end to the last fully accented syllable and not farther." Thus, in this exercise pity and city rhyme, but pocket (pok'it) and cricket (krik'it) do not.

Strictly speaking, according to the above definition, face and de-face do not rhyme, pocket and sprocket do. Poetic licence permits many rhymes rejected by the definition, but there is always the risk that the effect will be comic.



## Extending Your Spelling Skills

1. Your teacher will dictate these sentences.

1. Their rocket took them on a space adventure.
2. We went to the city to see the police show.
3. I have a picture of the cricket team.
4. The poem doesn't sound nice.
5. We heard a crash as he fell on the ice.

Proofread your sentences for spelling and punctuation.

2. Write list words that rhyme with these words.

nice dash face pity pocket  
mice ice crash space city rocket  
Write as many other words as you can that rhyme with these words. Pupil activity

3. Copy this chart in your book.

/k/ —c	/s/ —c
caught picture crashed creek cricket	faced ice city places

Write each of these words under the correct heading.

faced	picture	crashed
caught	creek	places
ice	city	cricket

4. Each of these words is written in its sound symbols. Write them in your book as they are spelled.

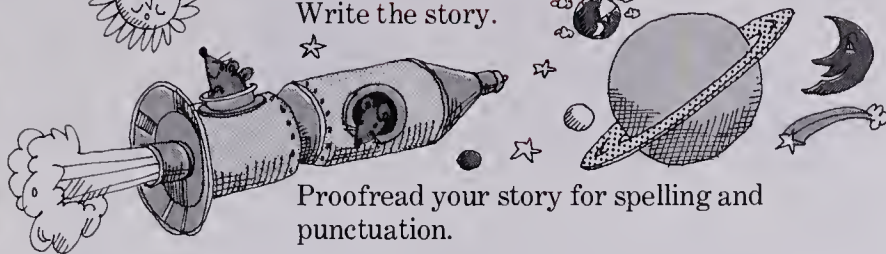
(krash) crash (krik' it) cricket (rok' it) rocket  
(sit' ē) city (mīs) mice (spās) space

**Exercise 3:** Some pupils may need help in copying the chart. Make sure that all understand the instructions.





5. What story does this picture make you think of? *Pupil activity*  
Write the story.



Proofread your story for spelling and punctuation.

6. Complete these words with either s, c or ck.

<u>C</u> atch	s <u>C</u> ored	<u>S</u> ays
fa <u>C</u> e	cu <u>C</u> koo	<u>C</u> ity
<u>C</u> rash	<u>C</u> ricket	i <u>C</u> e

7. Proofread Spelling Bee's sentences for spelling, punctuation and capitalization. Rewrite them correctly in your book.



1. We took a <sup>picture</sup> ~~pitcher~~ of the <sup>rocket</sup> ~~roket~~ going into space.  
2. He wrote a <sup>poem</sup> ~~some~~ about his <sup>adventure</sup> ~~advencher~~ in the <sup>city</sup> ~~sity~~.  
3. She grabbed a <sup>stick</sup> ~~stik~~ and faced the <sup>mice</sup> ~~mues~~.  
4. He called the <sup>police</sup> ~~plce~~ after the car <sup>crash</sup> ~~krash~~.  
5. <sup>Doesn't</sup> ~~Does nt~~ he play <sup>cricket</sup> ~~bricket~~?

## Unit Test

How many words did you get right on this test?  
Add the words you found difficult to your special study list.

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1. Deal with the sentences one at a time.
2. Have the pupils read the sentence to ascertain the sense of it. Discuss any words they do not recognize.
3. Have them identify the misspelled words and correct them.
4. Discuss with them the kind of mistake that each word exemplifies (mistakes due to mispronunciation, missing syllables, single in place of double consonant, etc.).
5. Write the corrected sentence in their notebook.

Emphasize the necessity for looking at a word with concentrated attention when studying in order to develop a clear mental visual image of it. Then, when the reading eye encounters a misspelled word, the brain is alerted to the discrepancy between what the eye sees and the recorded image.

## Unit Test

**Exercise 5:** If pupils can write without prompting, give them some idea of the limits you would like them to place on their writing. Discuss with others various aspects of space travel they could write about—serious, comic, science-fiction, fantasy—and give some help in developing a theme. With those who need more assistance, use the guided co-operative writing approach.

**Exercise 7:** If you have pupils who have to spend most of their time on "Study Helps" and rarely reach this section of the unit, make a point of working through this exercise with them orally.

Here is a suggested procedure:

Compare the pretest and unit test results and give help and directions to pupils having problems with this particular group of words. Indicate which particular parts of a unit need to be restudied and make sure that the pupils are given some time in which to do it.

## Unit 26

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To establish the following sound-spelling relationships:

- /e/ spelled **ea** as in bread
- /ü/ spelled **ui** as in fruit
- /ü/ spelled **u** as in full and **oo** as in wool

### Pretest

#### Dictation

Be ready to start by two o'clock.  
There were still a few dead leaves under the bushes.

Come as early as you can.

Let's take a rest here.

Some birds build their nests in the tree tops.

My father and I built the patio.

The motel seemed like heaven after a wet tent.

When the weather turned warm, they worked outside.

The wind blew away the clouds.  
Sandy wore a new suit for the prize-giving.

I want you to pull on this rope.

The arena was full of people.

Although we asked them, they wouldn't let us help.

I think they're about to start.

Examine the errors in the pretest carefully in order to ascertain how much teaching has to be done and which pupils need it.

## 26

ready  
dead  
early  
rest  
build  
built  
heaven  
weather  
clouds  
suit  
pull  
full  
wouldn't  
they're

ready  
dead  
heaven  
weather

### Pretest

How many words did you get right?

If you misspelled any of the words, look closely to see what part of the word gave you a problem.

Ask yourself why you spelled the word incorrectly.

### Study Helps

- Read this sentence. Look at the underlined words.

Listen for the vowel sound in the underlined words.



We had fresh bread for breakfast.

Notice that, in the underlined words, /e/ is spelled ea.

Write the word in which /e/ is spelled e. fresh

- Say these words. Listen for /e/.

ready dead heaven weather

What letters spell /e/? ea

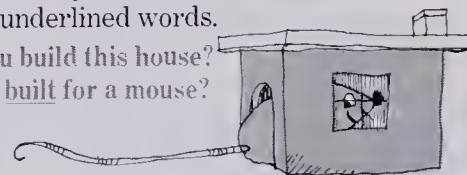
Write each word. Circle the letters that spell /e/.

Use the study method with any of these words that you found difficult to spell.

- Read this rhyme. Listen for the vowel sound in the underlined words.

Did you build this house?

Was it built for a mouse?



What vowel sound do you hear in the /i/ underlined words? How is it spelled? ui  
Write the words. Circle the letters that spell /i/.

build built

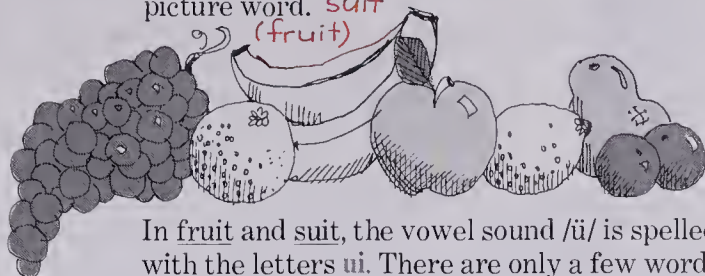
Some of the list words in this unit, though common, show spelling patterns that diverge from those that have been presented in previous units. Rather than suggesting that the spelling of English is not always consistent tell them that each group is made up of a limited number of words and that they can soon learn all the words in each group.

The group /e/ spelled **ea** as in bread is fairly large, consisting of about sixty words. On the other hand /i/ spelled **ui** is limited to build(s), built, building, builder and, for some speakers conduit.

*Exercise 1:* Use the /e/ in fresh to identify the vowel sound in bread and breakfast.



4. Write the list word that rhymes with the picture word. suit (fruit)



In fruit and suit, the vowel sound /ü/ is spelled with the letters ui. There are only a few words that spell /ü/ with ui. Two are juice and cruise.

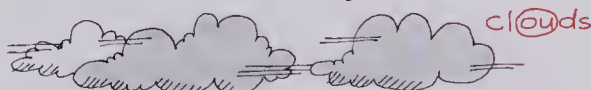
5. Read this sentence and listen for the vowel sound in the underlined words.

Who should pull the wagon full of wool?

Is the vowel sound the same in each underlined word?

What letter or letters spell the vowel sound /ü/ in each word? should pull full wool

6. Write the list word for this picture.



Circle the letters that spell /ou/.  
Underline the letter that spells /k/.

7. Write the two words for each of these contractions.

wouldn't      they're  
would not      they are  
In each contraction, what letter does the apostrophe replace?      o in would not      a in they are

/e/ is sometimes spelled ea as in ready

**Exercise 4:** Review the more common spellings of /ü/ found in Unit 19.

Other fairly common words with this spelling pattern are bruise, recruit, and sluice.

**Exercise 5:** Again review the spelling patterns of /ü/ in Unit 19.

Note that /ü/ followed by /l/ or /sh/ is generally spelled u as in bush in Unit 19 and full and pull in this unit. Other examples are bull, bullet, bulletin, bully, fulfil, pullet, pulley, cushion, etc.

The digraph oo is used mainly to spell /ü/, but is commonly used for /ü/ especially when followed by /k/. Wool and woollen are unusual spellings.

The three auxiliaries could, should and would constitute the only three words in which /ü/ is spelled -oul-. It is interesting to note that the original form of could, the past form of can, contained no l, this letter being introduced by analogy with should and would some time after 1500.

**Exercise 6:** Ask the pupils whether the spelling of clouds is regular or irregular, and explain their answer.

**Exercise 2:** You could well advise the pupils to pay attention to the letter used to spell /ə/ in the unaccented syllable in heaven and weather.

**Exercise 3:** Emphasize the uniqueness of the ui spelling for /i/. Challenge them to find another example of this spelling pattern.

## Extending Your Spelling Skills

**Exercise 1:** Make sure that the pupils understand the instructions. Explain that changing a word in a sentence will always change the meaning to some extent but, in this exercise the substituted word must be a list word and must mean almost the same as the word for which it is substituted.

If any pupils are still uncertain about what they should do, work through orally, as many sentences as is required to clear up the difficulties.

Remind the pupils to check not only the substituted words but all the others as well in order to correct any errors in copying.

**Exercise 2:** This exercise will need discussion. The questions as they stand, except for the second, are quite arbitrary and unrelated to the situation in which the pupils find themselves. In other words, these questions are meaningless until they are put into some kind of context. If the pupils are articulate and resourceful, they can be left to make up their own contexts. But if there is any doubt, the exercise should be thoroughly discussed. You may have to volunteer some suggestions, others could be elicited from pupils until each pupil has a reasonably clear idea of a setting for the question and, hence, has some notion of how to frame an appropriate response.



## Extending Your Spelling Skills

1. In each of these sentences, replace the underlined part with a list word that has about the same meaning.
  1. She made the ship from strong timber. *built*
  2. They were all set for the concert. *ready*
  3. He picked out a new outfit of clothes. *suit*
  4. The girls took a break to eat the *rest* sandwiches.
  5. Tibor never seems to be ahead of time. *early*
  6. The men drag logs to the river. *pull*

2. Write an answer in a sentence to each of these questions.  
Use as many list words as you can. *Individual responses*
  1. When will your house be built?
  2. What kind of a day is it?
  3. Would you like to go if they go?
  4. What happened to the poor man?
  5. What time would suit you?

Proofread your answers carefully for spelling and punctuation.

3. Use the clues below to complete this word pole with list words.  
Write the answers in your book using the pole numbers

- |                     |                                     |
|---------------------|-------------------------------------|
| 1. <u>WOULD N'T</u> | 1. contraction for <u>would not</u> |
| 2. <u>EARLY</u>     | 2. opposite of <u>late</u>          |
| 3. <u>DEAD</u>      | 3. without life                     |
| 4. <u>BUILT</u>     | 4. past form of <u>build</u>        |
| 5. <u>THERE</u>     | 5. homophone for <u>their</u>       |
| 6. <u>REST</u>      | 6. opposite of <u>work</u>          |
| 7. <u>READY</u>     | 7. another word for <u>prepared</u> |

**Exercise 3:** Since the pupils have had experience with word poles in Units 6 and 22, they should have no difficulties with this one. If there are problems, work through the exercise orally.



build heaven  
built pull ready  
clouds dead  
suit rest  
full early  
weather

4. Say these twelve list words from these pronunciations. Then write them the way they are spelled.
- |          |          |        |            |
|----------|----------|--------|------------|
| (bild)   | (pül)    | (ded)  | (fül)      |
| (hev'ən) | (red'ē)  | (süt)  | (ër'lē)    |
| (bilt)   | (kloudz) | (rest) | (we ɪ 'ər) |

5. Your teacher will dictate these sentences:

1. Will you be ready early?
2. They wouldn't build a house in such weather.
3. Where is heaven?
4. The plane was hidden by the clouds.
5. Take off your suit if you're hot.
6. He ate a full meal and took a rest.
7. They're dead because they had nothing to eat.

Proofread your sentences for spelling and punctuation.

6. Write a list word that means the opposite of each of these words.

dead early full pull rest  
alive late empty push work



### Unit Test

How many words did you get right on this test?  
Which words did you find difficult?

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*Exercise 6:* The first three words should present no problems, but the next two being somewhat more abstract may present difficulties. If pupils do ask about work and push, suggest that they look at the illustration for help. Failing that, discuss the words with the class.

### Unit Test

Supervise the pupils' self-checking to see that they are accurate and thorough.

*Exercise 4:* Make sure that the pupils realize that these words are given in dictionary pronunciation symbols. Check their understanding of the exercise by going over the first few words with the whole group. Hear the pupils say all of the words before they write any so that you can ascertain that they all know how to translate the pronunciation symbols into sounds.

*Exercise 5:* Continue to check pupils to see that they can keep up with your rate of dictation. If some pupils persistently require you to repeat the whole or parts of a sentence, it would be advisable to try to diagnose the difficulty—is it unfamiliarity with the language, deafness, or inattention?

## Unit 27

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To hear and identify the indeterminate vowel /ə/ or schwa.
- To recognize that /ə/ occurs only in unstressed syllables and may be spelled by any vowel letter.
- To review the spelling patterns for the consonant /s/.

### Pretest

#### Dictation

Our art lesson was very exciting. She is the kind of person you can always rely on.

Everyone was present.

Every year the mayor presents us with a new flag.

I wish we could have science every day.

The missing sock was at the bottom of the drawer.

On most fruit trees, the blossom appears before the leaves.

What's the biggest number you can think of?

It's too cold for a picnic.

Our gang has a secret hideaway. A sudden rain squall blotted out the view.

I caught my finger in the door.

I said, "That's the one for me."

He likes it because it's the smallest pup.

## 27

lesson  
person  
present  
presents  
science  
bottom  
blossom  
biggest  
picnic  
secret  
sudden  
finger  
that's  
it's

In lesson it is o.  
In present it is e.  
In pencil it is i.

### Pretest

How many words did you get right? Which words did you find difficult? Be sure to write them in your spelling record. Use the study method to help you learn these words.

### Study Helps

1. Say and write these words. Listen for the stressed syllables.

lesson      present      pencil

Notice that the first syllables of these words are stressed, and the vowel sounds are clear and definite. What vowel sound do you hear in each first syllable? In lesson it is /e/. In present it is /e/. In pencil it is /e/.

Listen for the vowel sounds in the second syllables.

Notice that they sound the same and are not clear or definite. This vowel sound in an unstressed syllable is called a *schwa*.

The symbol for the schwa is /ə/. Note that /ə/ is spelled with different letters.

Look at the pronunciations for these words.

(les'ən)      (prez'ənt)      (pen'səl)

Notice that the *vowel sound* is the same in each second syllable. What letter spells the schwa sound in each word?

2. Say these words.

person      bot.tom      blos.som      sud.den  
person      bottom      blossom      sudden

Write each word in syllables.

What vowel sound do you hear in each first syllable? person - /e/ blossom - /o/ bottom - /o/ sudden - /u/

What vowel sound do you hear in each second syllable? What letter spells /ə/ in each second syllable? person - o blossom - o bottom - o sudden - e

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### Study Helps

**Exercise 1:** The introduction of the term schwa and the symbol /ə/ enables dictionaries to rationalize a long standing problem in representing the pronunciation of a word. It is undoubtedly the most commonly occurring vowel sound in the language.

Although it is true to say that /ə/ occurs only in unstressed syllables, it is not the only vowel sound to be found in this position. In many words an original /e/ has become in an unstressed syllable a sound almost indistinguishable from /i/. This is especially true of

initial unstressed syllables as the two forms of present illustrate since the noun with its initial stress is pronounced (présənt) whereas the verb is (prizənt'). A similar case is the word record, which is either (re'kərd) or (rikôrd') although the variant (rəkôrd') is often heard. In words ending in -ic or ics (music, physics), the vowel sound in the syllable is /i/ in spite of the absence of stress.





3. Say and write the word secret. *secret*  
How many syllables do you hear? *two*  
Write the word in syllables. *se·cret*  
What letter spells /k/? *c*
4. Say the word science.  
How many syllables are there? *two*  
Write the word in syllables like this: sci·ence  
What is the first consonant sound? */s/*  
What letters spell this sound? *sc*  
Notice that /s/ is spelled *sc*.  
What is the first vowel sound? */i/*  
How is it spelled? *i*  
What letter spells the last /s/? *c*  
Use your study method to help you learn to spell this word.

5. The word present is a very odd word.  
It changes its pronunciation when you use it in different ways in sentences.

In these sentences, the word present is written in pronunciation symbols.

Read the sentences out loud. Pay careful attention to the stressed syllable in each word.

I like my (prez' ənt).

I will (pri zent') her with a watch.



What does present mean in the first sentence?

What does it mean in the second sentence? *agift*  
*give*

The vowel sound in many unstressed syllables is called a *schwa* /ə/, as in the second syllable of *les' son* or *pen' cil*.

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(botəm), whereas in button the /t/ is replaced by a short stoppage of breath followed by /n/, (bun). The stoppage of breath (glottal stop) effectively divides the word into two syllables. For the purpose of learning to spell, it might be advisable to encourage the pupils to insert the schwa before the /n/ in all these situations, since that would demand the retention of the /t/ or /d/ and make the sound-spelling relationship more regular.

**Exercise 3:** The word secret is an example of the replacement of an original /e/ with /i/ in an unstressed syllable.

**Exercise 4:** You could ask the class how science is like poem; in both, an apparent vowel digraph represents two separate vowel sounds. Two more common words that illustrate this feature are lion and Noel.

The emphasis at this point in the program should be on the fact that although /ə/ has replaced the original vowel sound in an unstressed syllable, the original spelling is retained. In these circumstances, pupils should be urged to look hard at the vowel letter in any syllable in which they hear /ə/.

**Exercise 2:** Note that, in the last three words of this exercise, the division into syllables follows the spelling convention and does not represent the division of the sounds of the word.

In the word sudden, the schwa is not commonly heard between the /d/ and /n/, but nevertheless, the /n/ is syllabic. In many speakers a /d/ or /t/ before a final /n/ is almost completely suppressed as in such words as button, garden, Latin. A comparison of button and bottom reveals the difference; in bottom the /t/ is retained and /ə/ is heard

The use of *sc* to spell an initial /s/ occurs only before *e* and *i*, the number of words is small, and nearly all are derived ultimately from Greek or Latin. The collection of these words could be an interesting project for a small group of good spellers.

**Exercise 5:** The variation in stress to distinguish noun from verb is characteristic of a group of words in common use: conduct, record, refuse, convict, project, rebel, torment, etc. Since the spelling is unchanged the stress variation is unimportant and need not be emphasized in this context.

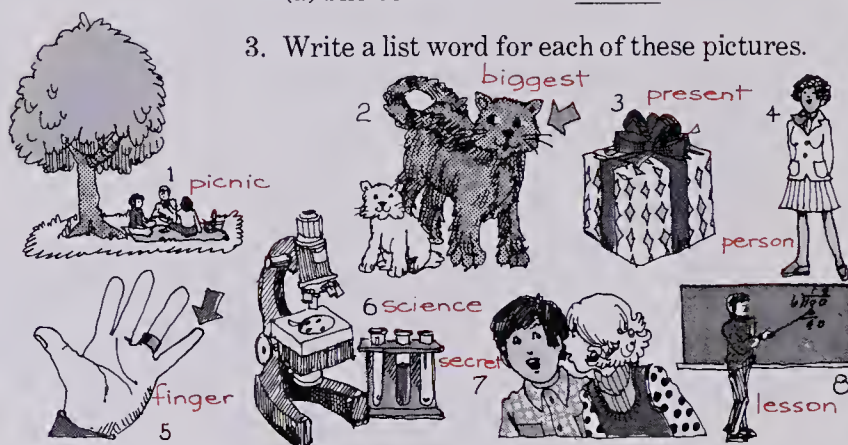
## Extending Your Spelling Skills

- Copy these sentences in your book and complete them with list words.
  - We learned about insects in our science lesson.
  - That's the present she got for Christmas.
  - The rock sank to the bottom of the pool.
  - Blossoms come out on the trees before the fruit comes.
  - I can't tell you because it's a secret.

**bot-tom** (bot'am) 1 the lowest part: *The berries at the bottom of the basket were crushed.* 2 the part on which anything rests: *The bottom of that glass is wet.* 3 the ground under water: *the bottom of the sea.* 4 low land along a river. 5 the seat: *This chair needs a new bottom.*

- Read the dictionary entry for bottom. What meaning for bottom best fits each sentence? Write the letter of the sentence and, beside it, the number of the meaning.
  - Put the paper in the bottom of the box. 1.
  - Don't move the bottom of the ladder. 2.
  - There's something sticky on the bottom of my plate. 1.
  - The boat sank to the bottom. 3.

- Write a list word for each of these pictures.



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## Extending Your Spelling Skills

**Exercise 1:** Remind the pupils that the sentences must make sense. While it is possible to use the word secret and picnic to complete the first sentence, science and lesson would produce a more probable sentence. However, that's and it's in sentences 2 and 5 can obviously be interchanged.

**Exercise 2:** Check this exercise with the whole group, ensuring that the different meanings are thoroughly understood.

**Exercise 3:** The important aspect of this exercise is that the pupils write the list words correctly; the puzzle-solving aspect is a means to this end. If the pupils show any doubt or confusion concerning the interpretation of any of the drawings, discuss the picture in order to make sure that the pupils arrive at the correct list word. The word for the second picture, being abstract, may prove elusive.

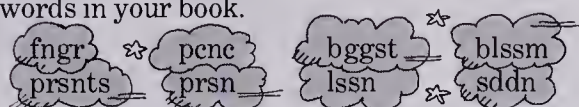


finger presents  
picnic person  
biggest lesson  
blossom sudden

1. science
2. lesson
3. secrets
4. biggest
5. blossoms
6. finger
7. sudden
8. present
9. picnic



4. All the vowel letters in these list words are missing.  
Find the missing vowel letters and write the words in your book.



5. Complete the paragraph by thinking of a list word for each numbered blank. Write the numbers and words in your book. Sometimes you might have to write the words in their plural forms.

The teacher said that today we would have our 1 2 outside. He said that it was spring and we should find all the 3 of nature. We saw the 4 5 on the cherry trees. I let a caterpillar crawl on my 6. All of a 7 it began to rain. The teacher said the rain was a 8 for all the plants. It was a wonderful lesson—but more like a 9.

6. Help Spelling Bee take a different kind of test. Spelling Bee has to find, in each group of words, the word that is misspelled. Write the words correctly in your book.

1. that's	it's	they's	wouldn't
2. redy	lesson	clouds	pull
3. heaven	mice	city	science
4. lesson	blossom	picnic	built
5. sekret	bottom	presents	biggest

1. they're
2. ready
3. science
4. blossom
5. secret

## Unit Test

How many words did you get right on this test?

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*Exercise 6:* Since this is the first discrimination-type exercise in the program, it might be prudent to go through the exercise orally with the whole group. In this way you should be able to identify from any errors made in any misunderstandings of sound-spelling relationships that may still remain. When you have identified and discussed the mistakes, the corrected words should be written in the pupil's notebook by way of reinforcement.

## Unit Test

*Exercise 4:* You may wish to expand the instructions:

1. Try to identify the word without consulting the word list.
2. Write the word.
3. Check by referring to the word list.
4. If you have misspelled the word, write it correctly, noting where you made your mistake(s).
5. Remind the pupils to pay particular attention to the letters used to spell /ə/ wherever it occurs.

*Exercise 5:* Suggest to the pupils that they read the complete paragraph in order to get the gist of it before attempting to fill any blanks. Remind them that all the blanks should be completed with a list word and tell them that none is repeated.

Self-correction should always be supervised. Note any pupils who may have had problems with the words containing double letters or the schwa and make sure that they go back over the relevant parts of this unit.

## Unit 28

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To review the concepts syllable and stress.
- To use these concepts as an aid to spelling.

### Pretest

#### Dictation

They will be building our new library soon.

I could do with a couple of hot dogs right now.

The color purple can be made by mixing red and blue.

We stared with wonder at the spring flowers.

You needn't give me your answer until tomorrow.

I left my books on the kitchen table.

Let's go to a different store.

The most interesting animal at the zoo was the giraffe.

My father and my uncle are twins. Then, in the third period, we scored three goals.

I like every kind of fruit except oranges.

Do you think we have enough food?

The whole family goes into town once a week.

I wonder what he does with all those old cars.

## 28

building  
couple  
purple  
wonder  
answer  
kitchen  
different  
interesting  
uncle  
period  
except  
enough  
goes  
does

### Pretest

How many words did you get right on this test?

Which words did you find difficult? Look at them carefully to see why they are difficult.

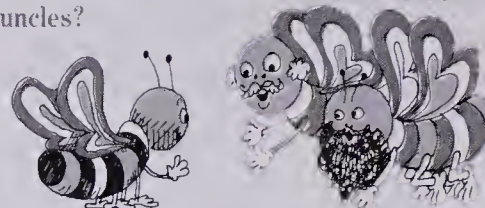
Study them carefully.

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### Study Helps

1. Say the underlined words.

Does Spelling Bee have a couple of purple uncles?



Write the underlined words. couple purple

How many syllables are there in each word? two

Write each word in syllables. (Check in the couple purple *Mini-Dictionary* if you're not sure.)

What two letters does each word end with? le

2. Write the other list words that have two syllables. building wonder answer kitchen

Circle the stressed syllable in each word. uncle enough except

3. Write the two list words that have three syllables. different period
- Separate the syllables. Put a dot between the syllables. (Check in the *Mini-Dictionary* if you're not sure.)

4. Now write the words that have just one syllable. goes does

Say goes and does.

These two words look much the same. Do they sound the same?

What is the vowel sound in goes? in does?

goes - /ə/  
does - /ʌ/

### Study Helps

**Exercise 1:** Ask pupils to recall other words they have studied that have the /ə/ → **le** spelling pattern. (apple, able, jungle, castle)

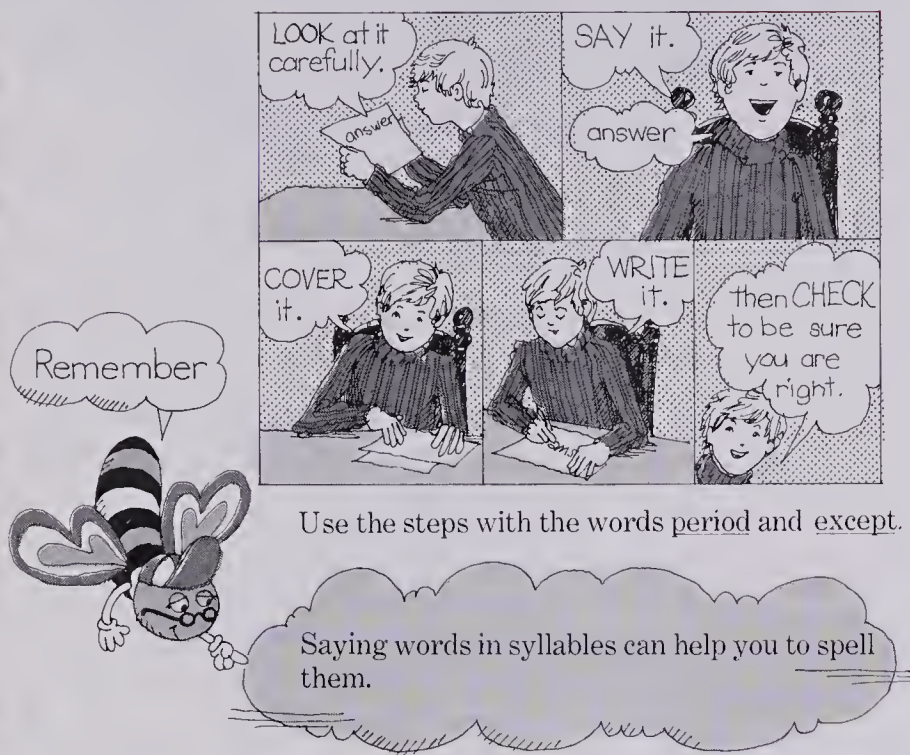
**Exercises 2 and 3:** The two words different and interesting exemplify a sound-spelling pattern commented on in Unit 4. If the pupils are well trained in listening to their own speech patterns, they may include different among the two syllable words and interesting among the three, and from the point of view of sound they will be quite correct. The general rule is that, when two or more unstressed syllables follow the stressed syllable in a word, the vowel sound in the syllable following the stressed syllable tends to be lost in normal speech. Thus we get (di'frənt) and (in'trəst) in speech rather than (di'fərənt) and (in'tərəst). Some



5. Write the list word:
  - whose base word is build. *building*
  - that rhymes with tough. *enough*
  - whose base word is go. *goes*
  - that tells what you do when the teacher asks a question. *answer*
  - in which /k/ is spelled k. *kitchen*
  - whose pronunciation is (ek sept') *except*
  - in which /f/ is spelled gh. *enough*

6. Say and write the word answer.

If you need to study this word —



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You could ask the pupils for other words whose spelling pattern is similar to that of period. If there is no relevant response, remind them of poem and science. Ask them to identify the vowel in the unstressed syllable and to note carefully its spelling.

*Exercise 4:* Does has a homograph, meaning female deer, but luckily they are not homophones. It might be as well to remind the pupils that in the pretest, does was used in a context that marked it as a form of do and thus the list word is (duz) not (dōz).

speakers, however, put a secondary stress on the third syllable of interesting (in'tərest ing) and all the vowels are retained. This secondary stress has become a regular feature of the third syllable in four syllable words, particularly in the various dialects of the United States.

It would be advisable to go over the material in exercises 2 and 3 with the whole group and discuss these differences between written and spoken language. Rather than trying to develop a general rule at this point, alert the pupils to the fact that the number of written and spoken syllables may differ. For

this reason they should study the spelling of polysyllabic words, carefully noting the number of syllables heard and the number written.

In words like favorite and different the spelling pattern may be better derived from the base word and ending rather than from the sound patterns. Thus different is differ + ent and favorite is favor + ite, the base words supplying the information necessary to spell the omitted vowel sound.

*Exercise 5:* The old English word from which answer is derived meant swear against in the sense of answer a legal charge or accusation. Whereas the consonant /w/ has been retained in swear and its other compounds, it has been lost in this one.

If you have pupils collecting -tch words check to see whether they have added kitchen to their list.

## Extending Your Spelling Skills



1. Read each group of words.  
What ideas come to your mind?  
Write one sentence using the words in each box. *Individual responses*

a stranger	in the kitchen
purple building	looks different
knows the answer	except me
she goes	does enough

2. Write an answer to each of these questions. In your answers, use as many list words as you can. *Individual responses*

1. Do you like purple kitchens?
2. Would you talk to a person who is different?
3. What does your interesting uncle do?
4. What do you wonder about?

3. All the vowel letters have been left out of the words in these sentences.

Can you read the sentences without the vowel letters? Is it harder to read this way?

Write the sentences with the vowel letters in the right places.

1. Tht bldng lks dffrnt.
2. M answr ws nt gd ngh.
3. Ths kchn hs vrthng xcpt fd.
4. Pt th prd t th nd f th sntnc.

Proofread your sentences.

1. That building looks different.
2. My answer was not good enough.
3. This kitchen has everything except food.
4. Put the period at the end of the sentence.

## Extending Your Spelling Skills

**Exercise 1:** Each of the first three groups of sentences can be made into a sentence by the addition of a single word, but the pupils should be encouraged to go beyond such a minimum response. The illustration could be a good starting point for a discussion of possible ways of describing the stranger. Pupils should be encouraged to write realistically about human strangers if they prefer; things and situations can be strange without necessarily being fantastic.

The last group are by comparison, very vague. You will probably find it necessary to collect suggestions about where "she goes" and what "she does."

**Exercise 2:** The first two questions could be answered "yes" or "no", but neither is a list word. If pupils can't think up adequate responses, suggest that they start their answers this way:

I would like a purple kitchen if . . .

I would not like a purple kitchen because . . .

I would talk to a person who is different because . . .

**Exercise 3:** Remind the pupils that y counts as a vowel letter, when it substitutes for i.

Suggest to the pupils that they try to grasp the whole sentence rather than dealing with words one at a time. They will be surprised how well the words can be read.

Note the pupils who omitted the first e of different and advise them to start with the spelling of the base word differ and then add the ending. Although, strictly speaking, the second sentence calls for was not, you could accept wasn't, provided that the apostrophe is included.



4. Write as many new words as you can from these base words. For example: *Pupil activity*
- build    builds    built    builder    building  
answer    go    wonder    differ    strange

5. Spelling Bee is writing again!  
This is just Spelling Bee's story beginning.  
Help Spelling Bee proofread.  
Rewrite it correctly in your notebook.



My <sup>uncle</sup> ~~uncle~~ met a <sup>couple</sup> ~~cuple~~ in that <sup>interesting</sup> ~~intresting~~ <sup>building</sup> ~~beliding~~. They were very <sup>purple</sup> ~~purple~~ interesting! They had <sup>long</sup> ~~long~~ hair and long, long fingers and toes. They were very <sup>tall</sup> ~~toll~~. And they <sup>knew</sup> ~~new~~ everything! They could <sup>answer</sup> ~~anser~~ every question. Who... who... were... they?

Who do you think they were? What happened? *Individual responses*  
Do you think everyone would think they were interesting? *Individual responses*  
Write your own ending for this story. *Pupil activity*

### Unit Test

As you write each word, say it softly to yourself.  
Compare your results on this test with the pretest.  
Be sure to record your score.

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*Exercise 5:* This is another exercise that could spill over into the time allotted to writing.

A possible procedure could be:

1. All pupils complete the proof-reading section.
2. A group discussion with pupils who have completed their tasks in "Study Helps", answering the questions.
3. On the basis of the discussion, these pupils complete the story.
4. Pupils share their stories by
  - (i) reading them to the class
  - (ii) reading them to each other in small groups.
  - (iii) collecting the stories into a book to be kept in the activity centre for free time reading.

### Unit Test

You could remind the pupils to say the word you dictate softly, to themselves, listening for the number of syllables and thinking of the sounds and letters in each.

Check test results for missing syllables and for mistakes in vowel letters in unstressed syllables. Direct the pupils who have such mistakes to go back and restudy the relevant parts of "Study Helps."

*Exercise 4:* Review with the pupils all the endings that they have studied so far in addition to those shown in the example: **-ful, -er** (comparative) **-est, -s/-es** (plural), **-ed, -by**, etc. Suggest to the pupils that they use a dictionary to check the spelling of any words they are unsure of.

Check the pupils' responses in a group session. The number and variety of endings that can be added to the given words could be used as a means of classifying the words. These are possible answers:

answer answers answered  
answering answerer (noun and verb)  
go goes gone going goner (noun)  
wonder wonders wondered  
wondering (noun and verb)  
wonderful (adjective)  
differ differs differed  
differing (verb)  
difference(s) different (noun and adjective)  
strange stranger strangest (adj.)  
stranger (noun)

## Unit 29

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To recognize that /o/ + /l/ may be spelled **all**.
- To review the plural **s**.

### Pretest

#### Dictation

It will only take a minute to finish this job.

We're five minutes late already.

I tripped over one of the guy ropes of the tent.

"Hey, you guys, where are you going?"

My cousin came to stay with us.

I have two cousins in my class.

It will be an hour before the next bus leaves.

We have been waiting for hours.

Dad decided to paint the wall a bright yellow.

Noni is tall for her age.

I say "Hi" to everybody.

Some people say "Hello" instead of "Hi."

We taught the new girl a song.

He has turned out to be a good swimmer.

## 29

minute  
minutes  
guy  
guys  
cousin  
cousins  
hour  
hours  
wall  
tall  
hi  
hello  
girl  
turned

### Pretest

How many words did you get right on this test?

Look at the words you misspelled and find out where and why you made your mistake. Was it a vowel sound or a consonant sound? Was it in the first or second syllable?

### Study Helps

1. Read this sentence. Look at the underlined words.

The boys bring apples and oranges for their teachers.



What is the base word for each underlined word? boy apple orange teach  
What letter was added to each base word to make it plural? **s**

We add **s** to most base words to write the plural forms.

2. Write the plural form of each of these base words.

minutes guys cousins hours walls girls  
minute guy cousin hour wall girl

What letter did you add to each of these base words to write the plural form? **s**

3. Say the word minute.

<sup>two</sup> How many syllables are there? Write minute in syllables. min•ute

What vowel sound do you hear in the second syllable? /i/

Circle the second syllable. Notice how it is spelled. minute

### Study Helps

**Exercise 3:** Treat minute as a very odd word. You could ask the pupils to mark in addition the unstressed syllable and note its spelling irregularities compared with the regularity of the stressed syllable.

The only other word that spells the unstressed /i/ with the letter **u** is lettuce.



4. Say the word cousin.  
 +two How many syllables are there? Write cousin in syllables. cous • in  
 What is the first consonant sound you hear? /k/  
 How is it spelled? c  
 What sound does s spell? /z/  
 What letters spell the first vowel sound? ou

5. Say and write the two list words in which /o/ is spelled a. wall tall

6. Here are two people who are meeting on the street.



Which list words might they use as they meet?  
hi hello

7. Say and write the list words that rhyme with buy. guy hi

What vowel sounds do you hear? How are they spelled? guy hi guy - /i/ hi - /i/

8. Write the list word that is a homophone for our. hour Hour means sixty minutes.  
 What does it mean? What letter must you remember in hour. h

Write the homophone for ours. hours

We write the plural forms of most base words by adding s as in girls.

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Exercise 7: You could comment here on the gu- spelling for g when the following vowel is e or i/y.

Present the pupils with a list of words like the following in any order:

gentle giant germ ginger  
 giraffe cage gypsy large  
 guess guide guilt guitar  
 plague game go goat gun.

Tell them to arrange the words into two lists, /g/ spelled g and /j/ spelled g. Elicit from them that in the second list the g is followed by e, i, or y. Examine the first list and establish that the letter u is not heard in words like guess and, on this basis, subdivide the first list thus:

game	guess
go	guide
goat	guilt
gun	guitar
	plague

Develop from this the spelling pattern of gu being used to spell /g/ before e, i, or y. Finally, point out that guy in all its meanings is the only word in which /gī/ is so spelled.

Exercise 4: Recall the word couple from the previous unit and note the spelling of /u/ in the first syllable. This particular spelling pattern is restricted to about ten or twelve words. Other commonly occurring words of this group are double, trouble, country, southern, touch and young.

You could also recall visit and roses, and ask in what way they are like cousin. Develop from these examples the s spelling for /z/, noting the rarity of the letter z.

Exercise 5: Ask pupils to supply other examples of words in which /o/ is spelled a. Elicit from them the pattern /o/ + /l/ spelled -al- and /w/ + /o/ spelled wa- e.g. fall, ball, call, want, walk, talk.

## Extending Your Spelling Skills

1. Use the word list to help you find the words that fit these shapes and syllables. Complete these sentences in your book.

1. It is now two min • utes past the hour of two o'clock.

2. Those two guys are my cous • ins.

3. The girl gave a loud he • llo to tell us where she was.

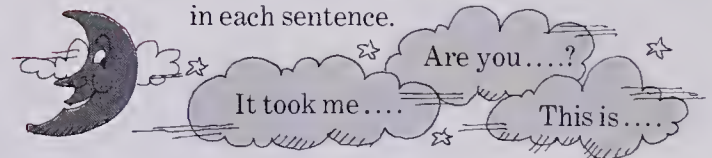
4. We turned around just in time to see the tall boy climb over the wall.

2. Your teacher will dictate these sentences.

Say hello to my cousin. He is that tall guy by the wall. He'll be going home in an hour. Then he'll be meeting all his cousins for dinner.

Proofread your sentences for spelling and punctuation.

- Pupil activity* 3. Complete each of these sentences with some words of your own. Use at least one list word in each sentence.



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## Extending Your Spelling Skills

*Exercise 1:* Tell the pupils that, when they copy the sentences into their book, they should write the words they find in the normal way and not separate the syllables.

*Exercise 2:* Since the four sentences constitute connected prose, read the whole passage to the pupils before dictating the individual sentences. A knowledge of the whole helps in the recall of the parts.

*Exercise 4:* Make sure all the pupils correctly identify the pictures.

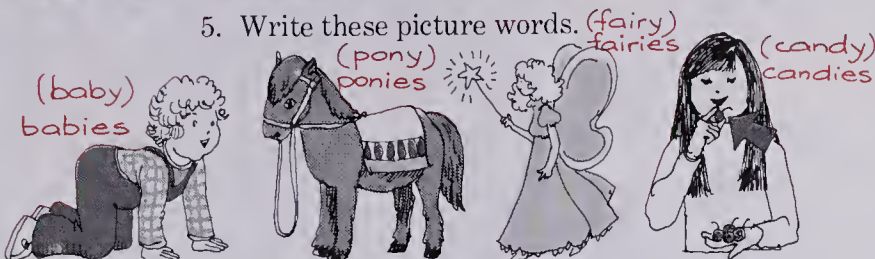
Extend the exercise by asking the pupils to identify the method of indicating plurality in the picture words. Draw their attention to the odd word. The plural form of child is unique in that the plural is signalled twice, first by the r as in the archaic form childer and then by the -en, also found in oxen and brethren.



4. Write the plural form for each of these picture words.



5. Write these picture words.



Write the plural of each word.

How did you change each base word when you wrote the plural? *Changed the y to i before adding es*

6. Use these clues to write list words.
1. There are sixty seconds in one hour.
  2. It is usually made of bricks. wall
  3. the opposite of short tall
  4. another word for men or boys guys
  5. moved around turned
  6. son or daughter of your uncle or aunt cousin
  7. There are only twenty-four of them in a day. hours

### Unit Test

How many words did you get right on this test?  
Add the words you found hard to your special study list.

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**Exercise 5:** This exercise could also be extended by asking the pupils to give the plural form donkey, monkey, turkey, etc., and discussing with them the difference between the two sets of words.

**Exercise 6:** Warn pupils to pay particular attention to the vowel letter in turned. Ask them for other spellings of /èr/, (**er**, **ir**). Suggest that if they have trouble with the word then use a mnemonic phrase such as turn up.

### Unit Test

Be sure pupils are looking carefully at words in which they had spelling errors to see where and, more important, why they made the errors. Failure to understand how the error arose may reveal fundamental deficiencies in knowledge of spelling that necessitate remedial work before progress can be expected.

Objectives

To review and reinforce each pupil's ability to spell and use in context those high-utility words listed in Units 25—29. To commit to long term memory an increasing number of spelling words.

Enabling Objectives

- To review the following sound-symbol relationships as aids to spelling:  
/ə/ and its various spellings;  
/s/ and /k/ written c.
- To consolidate (i) skills in alphabetizing;  
(ii) knowledge of syllables as an aid to spelling.

Exercise 1: A major portion of each pupil's time and effort should be devoted to a study of those words that have previously been identified as problem words.

One approach might be to have each pupil classify his/her problem words under the appropriate generalization (/s/ spelled c(e), /j/ spelled g, for instance). A check of these classifications might help pinpoint individual problems and organize studies.

The review exercises are intended for all pupils, whether or not they had errors in the previous five units. Reinforcement of learning and skills can help pupils become automatically good spellers and to develop a "spelling consciousness."

Make sure that adequate time is given for this individual study.

Looking Back

1. Study your own list of words that you found hard to spell in Units 25—29.
2. Your teacher will dictate these sentences.

Does it take an hour to get to the secret building?  
The mice ran into the holes in the kitchen wall.  
My cousins had an interesting adventure.  
In our science lesson we learn about rockets and clouds.  
Wouldn't you play cricket if the weather is fine?  
That's the biggest purple blossom I've ever seen.

Proofread your sentences for spelling and punctuation.

3. Copy these headings in your book.

One Syllable	Two Syllables	Three Syllables
wall goes guys space suit	hello poem heaven secret cousins kitchen building except weather	interesting adventure

Write each of these words under the right heading.

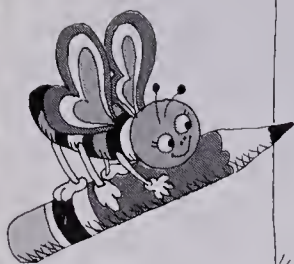
wall	heaven	adventure	building
hello	cousins	weather	space
interesting	goes	kitchen	except
poem	secret	guys	suit

Exercise 2: Remember to read the sentences at normal speed and with normal intonation, especially the word "interesting" in the third sentence.

Exercise 3: You will need to specify whether the pupils are to count the number of syllables heard or the number written. Alternatively, you can allow the pupils to go ahead and make their own decision and discuss any discrepancies or difficulties in their various solutions. Check not only the omitted syllable in interesting but also the vocalic /n/ in heaven, cousins and kitchen.



4. Complete these list words by filling in the missing vowel letters



mice	enough
clouds	dead
weather	ready
bottom	wonder
they're	building
	cousins

5. Say each word below carefully.  
Write the words and circle the syllable in which you hear /ə/.



cousin	purple	biggest	period
answer	science	present	heaven
different	wonder	blossom	bottom

cousin answer  
different purple  
science wonder  
biggest present  
blossom period  
heaven bottom

Remember that /ə/ is a vowel sound that is not clear or definite and is found in a syllable that is not stressed.

6. Use these clues to write list words.

- big, bigger, biggest
- sixty minutes = one hour
- the opposite of top bottom
- my father's brother uncle
- my aunt's children cousins
- words used in greetings hi hello
- (sit' ē) city
- rhymes with fall and ball wall tall

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**Exercise 4:** Remind the pupils that the exercise is not a guessing game but that the words are all list words and each line represents a letter. On the other hand, you could allow pupils for whom the exercise is no challenge to find non-list words that could be made using consonants as well as vowels, for instance, mace, whether, died.

**Exercise 5:** Urge the pupils to look carefully at the spelling of each of the unstressed syllables that they circle.

mice - /s/  
city - /s/  
clouds - /k/  
picnic - /k/  
cousins - /k/  
pictures - /k/  
secret - /k/  
couple - /k/  
cricket - /k/  
crash - /k/  
uncle - /k/  
except - /s/

blossom  
built  
couple  
cousin  
dead  
finger  
full  
guys  
heaven  
hello  
hours  
lesson

7. The letter **c** is missing from each of these list words. Write each word as it should be spelled. After each word, write /s/ or /k/ to show which sound the letter **c** spells.



8. Write these words in alphabetical order. Do you remember what to do when two words start with the same letter?

built	heaven	guys	couple
hours	dead	hello	finger
cousin	full	lesson	blossom

9. Write one or two interesting sentences about each pair of pictures. *Pupil activity*



crashes adventures  
minutes kitchens  
couples poems  
buildings answers  
girls cities  
blossoms secrets

10. Write the plural forms of these list words.

crash	couple	girl
adventure	poem	city
minute	building	blossom
kitchen	answer	secret

**Exercise 7:** This exercise could also be expanded to require the development of generalizations based on the examples here.

Two words that should give rise to discussion are except and picnic. You could explain except by identifying **ex** as a prefix and **c** as an original /k/ now become /s/. This makes the word a combination of /eks/ + /sept/ and obviously one of the /s/'s is dropped. Ask the pupils how the spelling of picnic is irregular. The word came into the language from the French pique-nique about the middle of the eighteenth century and was indeed sometimes spelled pick-nick. Suggest that the pupils look in the dictionary to find out what happens when **-ing**, **-ed** and **-er** are added to the base picnic.

**Exercise 9:** Help the pupils to identify one of the pictures and make sure that they understand how they are paired. Discuss possible interpretations with those who find it difficult to find something to write. Remind them to check their writing for spelling, punctuation and handwriting. Make arrangements for them to share each other's sentences.

**Exercise 10:** As an extension, you could ask the pupils to identify any odd plurals and explain how they differ from the others (crash—syllabic plural, city—change of **y** to **i** before adding **es**).



11. Can you figure out this puzzle?

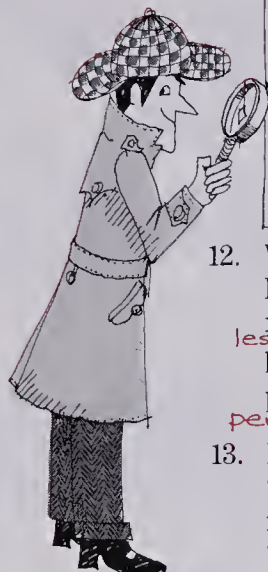
Ca nyo ufi gureo utt hispu  
zzle? ??

Did you notice that the letters are not grouped properly? If you got the spaces between the words right, you should have written the same sentence as the first one in the exercise.

Now try to figure out these sentences.

Ik nowa sec reta boutm  
ycou sin. Shew ould n'ta  
nswa ra stra ngerw hos  
aidh ello. Myun clal augh  
eda nds aiaht ha twa she  
rgrandf ather!!

I know a secret  
about my cousin. She  
wouldn't answer a  
stranger who said  
hello. My uncle  
laughed and said  
that was her  
grandfather.



12. Write the plural form of each of these words.  
Beside each plural form write either /z/ or /s/  
for the final sound.

lessons -/z/ blossoms -/z/ secrets -/s/  
lesson blossom secret  
person picnic finger  
persons -/z/ picnics -/s/ fingers -/z/



13. Look at the words its and it's.

They sound the same, but they have different meanings.

The word its means "belonging to."

The word it's means "it is."

Complete each of these sentences with either it's or its.

It's a warm day.

What happened to its tail?

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## Review Test

Exercise 11: Make sure that all the pupils understand the instructions.

If you have been giving review tests, record the results. Compare them with result from previous review tests to see if pupils are improving.

It would be desirable to administer individualized review tests based on each pupil's accumulated list of problem words. Pupils may be able to work in pairs and administer the tests to one another, or you might have those who have had no errors dictate the word list to those who did have problems.

## Special Unit: Let's Travel

### Objectives

- To provide variety in the spelling program.
- To develop interest in learning to spell words that relate to travel.

### Teaching Suggestions

This is the last Special Unit. It can be used now, postponed to a time closer to the end of term or used in conjunction with a project or theme activity related to travel.

No formal testing is required. The general suggestions contained in previous special units also pertain to this one.

*Exercise 1:* Make sure that the pupils can identify the pictures. Do not restrict the words to those given here. If pupils volunteer words like cruise ship, or yacht, include them in the word list.

*Exercise 2:* You may want to dictate these words to the whole group and make checking the spelling, a dictionary exercise. A further exercise could be to have the pupils classify the words into regular words like baggage, jet and ferry and odd words like depot, motel and pilot. Tell the pupils to look out for the **-tion** and **-ture** words, both of which are regular. Draw their attention to captain and ask whether they can remember any other words in which /ən/ is spelled **-ain** (certain, fountain, mountain, etc.). You could also have them pick out the compound words.

*Exercise 3:* If the pupils find this exercise fun, extend with other sentences such as:

All the glunks had No Vacancy signs.

The drung sails from Halifax on Wednesday.

If we miss this wemper, we will have to wait till next week.

The dicton welcomed us aboard.

### Let's Travel

1. Do you like to travel? What is your favorite way of travelling?

Look at these pictures. Write the picture words.



airplane



ship



motel



camper



airport



sailboat



bus



baggage



train



trailer



ferry

2. How many of these travel words can you spell? Ask a classmate to dictate them and then check your spelling carefully.

airport airplane dock depot pilot motel arrival  
departure baggage captain station sail train  
ferry hotel jet

3. Read these sentences. Rewrite each sentence and replace the nonsense word with a word that makes sense. *Individual responses*

We took our baggage to the bus dromper. *depot*

The railroad boofer was very crowded. *station*

The huge jumbo tig had just landed at martex.  
*jet* *airport*




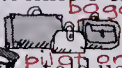


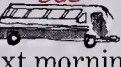






4. Complete each rhyme with a travel word.

1. We have to be at the quack  
This afternoon at three o'clock.
2. A picture of a whale  
Was painted on the sail.
3. The car can't hold all of us  
So let's take the large gray bus.
4. It would be nice to take a trip  
On a beautiful white sailing ship.

5. Use these clues to write matching travel words.

1. the person in charge of a ship captain
2. where a ship stops dock
3. a bus station terminal motel
4. It comes from the words motor and hotel.
5. a boat that carries people and cars across a river or lake ferry

6. Read this short story. Rewrite it and replace the pictures with travel words.

We arrived at the  at nine o'clock in the morning. We checked our  and got on the . The  told us to fasten our seat belts. We arrived in Plankyt two hours later. A  took us to our . The next morning, a  took us to the . We caught the  that took us to Smarkin. Then we had to take a  across the lake to Uncle Bob's island. Finally we had to get on Uncle Bob's  to go to his cabin. What a trip!

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Exercise 4: Rhymes are easy for some pupils; let them go ahead, complete the exercise, and, if they can, make up more couplets. With others, conduct a co-operative session.

Exercise 6: Some pupils will be able to work on their own without difficulties. Others will need help. With the latter pupils, go through the passage and help them identify the picture words, accepting alternatives, such as airplane, pilot, taxi, railroad station. Remind the pupils to check for accuracy in copying the words from the book as well as the spelling of the picture words.

## Unit 31

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To review the ge and j spellings of /j/.
- To recognize that /j/ may be spelled g before i as in giant as well as before e as in gentle.
- To hear and recognize the vowel sound /oi/.
- To relate the vowel sound /oi/ to the spelling pattern oi.

### Pretest

#### Dictation

In fog the traffic is almost invisible without lights.

The Indians had a great idea in the invention of snow shoes.

The princess had to kiss the frog to release him from the spell.

A chest full of jewels was part of the pirate treasure.

I call my puppy Scamp because he scampers.

We made a fort in the woods.

Only children are often lonely.

When Dad saw us, he said, "Ha! there you are at last."

We saw giant redwood trees in California.

A closet is a great hiding-place. We found the doors shut when we arrived late.

Will somebody please tell me how to play this game.

We were kept awake by the noise.

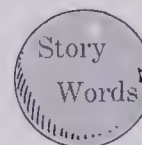
The car in front of us suddenly stopped and we had to brake hard.

## 31

invisible  
idea  
princess  
jewels  
scamp  
fort  
lonely  
ha  
giant  
closet  
shut  
somebody  
noise  
suddenly

### Pretest

How many words did you get right?  
What words did you find hard to spell?  
Be sure to write them in your spelling record.



### Study Helps

1. Read the sentence.

While the giant was sleeping, the lonely princess took her jewels out of the closet and ran away.



Say each underlined word.

How many syllables are there in each word?

Write the words in syllables. gi'ant prin'ce  
(Check each underlined word in the jew'els  
clo'set Mini-Dictionary.)

In each word, which syllable is stressed? first

2. Write the word giant.

What is the first sound? /j/

What letter spells /j/? g

Write the word jewels.

What is the first sound? /j/

What letter spells /j/? j jew'els

Circle the letters that spell the vowel sound /ü/

3. Write the word princess.

What letters spell /s/ in this word? c and ss

Write the word closet.

What sound does s spell in this word? /z/

### Study Helps

**Exercise 1:** Ask the pupils what sound they hear in the unstressed syllables and warn them to take a close look at the way it is spelled. Draw their attention to giant as another word like poem and period.

**Exercise 2:** Review previously encountered spellings of /j/:

(i) g initially before the letters e, i, or y (gentle, giant, gypsy)

(ii) -dge medially and finally following a short vowel, (badge, lodge, hedge(r) etc.)

(iii) ige medially and finally after other vowels, (cage, page, gorgeous)



4. Read these sentences.

Suddenly somebody yelled, "What's the idea?  
I can't see Mei Lin! She's invisible."

sud·den·ly  
some·bod·y  
i·de·a  
in·vis·i·ble

Say the underlined words.

How many syllables are there in each word?

Write the words in syllables. *All have three syllables except invisible*

Did you write i·de·a?

If you remember to say the syllables in this word, it will help you to spell it.

Did you write in·vis·i·ble?

Which words in the sentence give the meaning of invisible? *can't see*

5. Read these sentences.

Tassie said, "Ha! I've caught you, you scamp!  
Why did you shut the door of the fort with all that noise?"



Say each underlined word.

How many syllables are there in each word? *one*

Write the word in which you hear /ô/ + /r/. *fort*

Look at the word noise.

Write the word.

Circle the letters that spell the vowel sound.

Put a box around the letter that spells /z/. *noise*

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**Exercise 4:** Suggest that the pupils say each word two or three times until they can say it smoothly in its proper rhythm. They could also tap out the syllables and count as they tap. The precise positioning of the syllable breaks in the word is not important. For example, pupils might find the most natural division of invisible to be in ·vi·si·ble rather than the one shown in the book and/or dictionary, but both forms have four syllables.

**Exercise 5:** Draw the pupils attention to the exclamation mark after ha. Explain that the word has no meaning, merely expressing emotion, joy, surprise or satisfaction, and it is always so punctuated.

The diphthong /o/ has been encountered in earlier units in words like boy, toy, joy, etc. with the oy spellings, but not so frequently in the form oi. Ask pupils to suggest other examples (voice, oil, toilet, annoy, etc.).

Collect from the pupils, if possible, examples of words that they know in which /j/ is spelled j such as job, jab, jig, Jack, John, jug, jelly, joy etc. Develop the generalization that j is always used to spell /j/ before a, o, u and may spell /j/ before e, i, or y. Pupils must note carefully whether j or g is used for an initial /j/ before e, i, y; note for example, jewel but gem, Jenny but gentle.

Challenge pupils to find base words in which j is used to spell a medial or final /j/.

**Exercise 3:** Ask the pupils for the masculine form of princess, and for the other similar pairs of words: duke/duchess, actor/actress, waiter/waitress. Establish -ess as a feminine suffix always spelled in the same way. Review with pupils the use of s to spell an intervocalic /z/ (visit, present, etc.). Establish closet as another example. Draw the pupils attention to the single consonant following a short vowel where two might have been expected.

The two words noise and voice furnish examples of the most common spellings of a final /z/ and a final /s/.

## Extending Your Spelling Skills

**Exercise 1:** By now most of the pupils will have had some experience of writing stories, but some may still have problems. For these latter pupils, it will be necessary to provide a measure of help. You might:

- (i) Identify the scamp, the princess and the giant.
- (ii) Using the clues provided by the facial expressions of the characters (including the sun's) deduce the emotional state of each of them. The pupils could then be led to speculate what events preceded the situation in the picture.
- (iii) Predict possible outcomes. Brain-storm for ideas, allowing full rein to the pupils' imagination and avoiding any pressure for a consensus.

This exercise is another situation in which it will probably be necessary to utilize time allotted to written composition.

Encourage pupils to use their newly acquired dictionary skills to find the spelling of any words about which they have doubts.

Make arrangements for pupils to share their stories.

## Extending Your Spelling Skills



1. Write a story!  
What story does the picture make you think of? *Pupil activity*  
In your story, use as many list words as you can.

2. What is a scamp? *a mischievous person*  
If you're not sure, look up the word in the *Mini-Dictionary*.  
Use the word scamp in a sentence.
3. Write list words to match these meanings.
  1. can't be seen *invisible*
  2. place to hang coats *closet*
  3. a huge person *giant*
  4. a thought *idea*
  5. some things beautiful and sparkly *jewels*
  6. all at once *suddenly*
  7. the daughter of a queen *princess*



scamps  
jewels  
princesses  
giants  
closets  
noises

4. Write the plurals of these words.  
Say each plural first. This helps you to decide whether you should add ' or

scamp	jewel	princess
giant	closet	noise

5. Spelling Bee wrote a story, too!  
This is Spelling Bee's first draft.  
Proofread the story. Do you think Spelling Bee's spelling is improving?

All day and all night the <sup>giant</sup> ~~gint~~ rode. His horse was tired, but still the <sup>giant</sup> ~~gint~~ rode on. He <sup>knew</sup> ~~new~~ he had to get to the fort before the elves did. The elves had told the princess that they <sup>would</sup> ~~wood~~ make her <sup>invisible</sup> ~~invible~~ and <sup>steal</sup> ~~steet~~ her <sup>jewels</sup> ~~juls~~.

At last! There was the fort. And the giant reached the huge door just as the elves galloped up. With a mighty <sup>noise</sup> ~~noyse~~, the <sup>giant</sup> ~~gint~~ slammed the door! The princess was safe!



## Unit Test

Compare your score with your score on the pretest.

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## Unit Test

Exercise 4: Check how the pupils have responded to noise. They may think that since the plural s is syllabic, they should add es. If they do, ask them what the effect would be to spell the plural form noisees. Have them recall the plural forms of horse, rose and house.

Exercise 5: By this time most of the pupils should have had plenty of experience in proofreading, but if there are any who still have difficulties go over the passage with these pupils orally, sentence by sentence, helping them find the mistakes and discussing them with the group. Remind pupils to proof-read their work for errors.

Compare pupils' results with those of the pretest. Take special note of pupils who have misspelled the same words on both tests. These pupils need special help as the exercises obviously have not been successful in helping them remember the spellings. Check whether these pupils are hearing the sounds of the words clearly enough to discriminate them or whether their pronunciation of the words is non-standard.

## Unit 32

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To hear and identify the vowel sound /ou/.
- To relate the vowel sound /ou/ to the spelling patterns **ou** as in sound and **ow** as in allowed.

### Pretest

#### Dictation

Our feet made no sound on the short grass.

Can I count on you to help us?  
My little brother was not allowed to visit me in hospital.

At the foot of the mountain, there was a small motel.

Changing the course of a river can cause flooding.

Don't forget to do your chores.  
This summer I'm going to teach my young sister to swim.

Tell me which kind of ice cream you would like.

The rabbit's fur was soft.  
It's Heidi's turn to be catcher.  
Did you see any of the others on your way here?

Let's meet here again tomorrow.  
There should be a time limit on this game.

Can you tell me anything about these Indian relics?

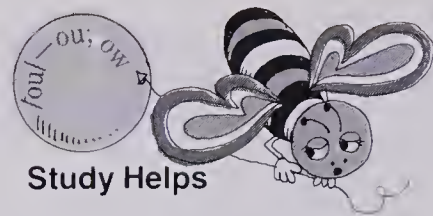
# 32

sound  
count  
allowed  
mountain  
course  
forget  
teach  
which  
fur  
turn  
others  
meet  
should  
about

### Pretest

How many words did you get right on this test?

Look at the words you misspelled and find out why and where you made your mistakes.  
List the words in your spelling record.



### Study Helps

1. Read this sentence. Listen for the vowel sounds in the underlined words. Look carefully at these words.

The hound growled loudly.



Notice that the vowel sound /ou/ can be spelled either **ou** or **ow**.

2. Write four list words in which /ou/ is spelled **ou**.  
Write two list words that have the letters **ou** but not the vowel sound /ou/.  
Say should. Write should.  
Circle the vowel letters.  
What is the last consonant sound? /d/  
Put a box around the letters that spell this sound. should
3. Say and write the word allowed.  
Does it have the same vowel sound as count?  
Circle the letters that spell /ou/. allowed

### Study Helps

**Exercise 1—3:** The two spellings **ou** and **ow** for /ou/ are the most common. Pupils should be warned to look carefully at the spelling of the vowel sound to make sure that they note how it is spelled.

There are two generalizations that might be useful:

1. A final /ou/ is spelled **ow** as in bow, cow, except thou and the small group in which it is spelled **ough** (bough, plough, etc.).
2. /ou/ before another vowel sound is generally spelled /ow/. (Compare vowel and sound.)

The spelling of should has already been related to could and would (Unit 26). These three words, with their unique spelling pattern, should all be reviewed here.



4. For each of these picture words, write a list word that rhymes. Remember that rhyming parts sound the same but may have different spellings.

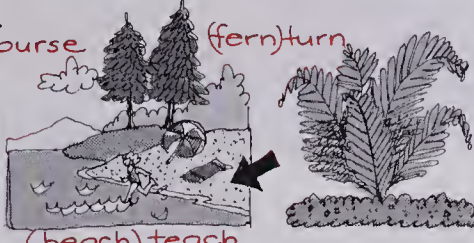
(hound) sound



(horse) course



(fern) turn



(beach) teach

5. Write the list words that are homophones for:

aloud fir  
allowed fur

6. Say and write the five list words that have two syllables.

Circle the stressed syllables.

Underline the words in which the second syllable is stressed.

How many words did you underline? three

7. Say the two list words in which you hear /ē/.  
What letters spell /ē/?

8. From this group of words, write only the words that have the same vowel sound as the picture word. Say each word carefully.

trout sound count show  
how should about allowed  
owl flow course crowd  
hour mountain would drown



Remember



/ou/ can be spelled ou as in sound  
can be spelled ow as in allowed

**Exercise 4:** The pupils may need help in identifying beach and fern.

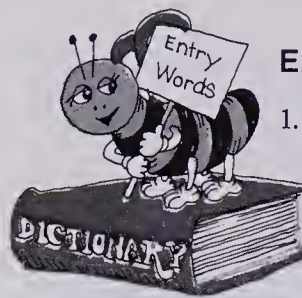
This exercise affords a good opportunity to review the other words in which /ôr/ is spelled **our**: your, four, pour, court, source, mourn.

You might also review the various spellings of /er/. When these sounds occur finally or are followed by a consonant, they can be spelled either **er**, **ir** or **ur**. Pupils should be warned to note carefully which of these spellings are used when studying a word.

**Exercise 5:** Review the term *homophone* to make sure all the pupils understand it. If you wish to extend the exercise, here are some other words you could use: coarse, witch, and meat.

**Exercise 6:** While the pupils are working on these words, they could also put a square around the vowel in the unstressed syllable to help draw their attention to the spelling of /ə/ in each of these words, especially in mountain.

**Exercise 8:** Make sure that the pupils identify the cow and understand the instructions.



## Extending Your Spelling Skills

1. Read the sentence.

I invited the count to the party.

Do you know the meaning of count in the sentence?

If you look the word count up in the dictionary, you will find two entries. The two words have the same spelling and the same pronunciation. But they have very different meanings. You will see

**count<sup>1</sup>** (kount) 1 name numbers in order. *The child can count to ten.* 2 add up; find the number of. *He counted the books and found there were fifty.*

**count<sup>2</sup>** (kount) a European nobleman having a rank about the same as that of a British earl.

count<sup>1</sup>  
count<sup>2</sup>

Look at the dictionary entries on the left. What is the meaning of count as used in the sentence at the beginning?

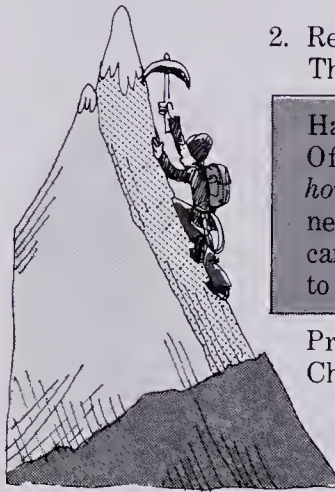
Remember, when you see an entry word with a small number beside it, there will be another entry for that word.

2. Read this paragraph.

Then your teacher will dictate it to you.

Have you ever wanted to climb a mountain? Of course, someone would have to teach you *how* to be a good climber. Climbers must never forget the safety rules. They should care about other people. Others must be able to count on them and turn to them for help.

Proofread your paragraph with the book. Check all punctuation and spelling.



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## Extending Your Spelling Skills

**Exercise 1:** You could use other list words for an exercise on homographs:

series of lessons (course)  
channel of a stream

what can be heard (sound)  
a narrow arm of the sea

come together (meet)  
gathering of athletes

You could ask pupils what they think could be the word for the wife of a count.

**Exercise 2:** Since this is a piece of continuous prose read the entire passage to the pupils before dictating the sentences separately. Remember to read the sentences with normal intonation and at a normal pace. Tell the pupils to listen carefully to the "tune" of the end of each sentence so that they will know how to punctuate it.

If you find that pupils have omitted the question mark, read the first two sentences two or three times until the pupils can detect the change in pitch that marks the question.





3. Use these clues to write /ou/ words. Some are list words, but some are other words you should know.

Write the words in your book.

1. a large number of people *crowd*
2. what a king wears on his head *crown*
3. to find the number of *count*
4. a very high hill *mountain*
5. what you hear *sound*
6. a color *brown*
7. a person who makes us laugh *clown*
8. to die in water *drown*
9. permitted *allowed*



4. Use the groups of words in each box to write a good beginning sentence for a story. *Pupil activity*

On the mountain    the loud sound  
about forty

Of course I forgot    not allowed

All about    teach    whose turn

5. Write the list words in alphabetical order.  
Remember, if words start with the same letter, look at the second or third letters.

about  
allowed  
count  
course  
forget  
fur  
meet  
mountain  
others  
should  
sound  
teach  
turn  
which

### Unit Test

How many words did you get right on this test?  
Which words did you still find difficult?  
Add these difficult words to your special study list.

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**Exercise 4:** Discuss with the pupils the qualities of a good opening sentence, scene-setting, intriguing, exciting, funny or mysterious. Tell the pupils that the phrases do not have to be used in the same order as that in the box. Encourage them to produce more than a bare minimum and to try to use other list words.

The second and third groups might give some pupils a little trouble. Suggest to the pupils that they try to imagine not only what was not allowed but also in what circumstances the forgetting made such a difference. For the last one you might ask who was teaching whom to do what and why turns were necessary. Discuss a wide range of solutions so that pupils will be able to make a personal choice.

### Unit Test

**Exercise 3:** Because some of the answers are not list words, it will be necessary to write all the words on the chalkboard so that the pupils may check their work.

Be sure that pupils are looking carefully at words in which they had spelling errors to see where and if possible, why they made the errors.

## Unit 33

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To identify alternative spelling patterns for the vowel sound /ü/:

- oo as in goose
- ew as in threw
- ue as in blue
- o—consonant—e as in move

### Pretest

#### Dictation

We are going to move house next Tuesday.

My cousins have just moved here. We really enjoyed the movie. Mike threw down his bat and ran. Pat asked me who else was willing to join.

My parents are from Quebec. I have twelve cousins.

The best singer was the son of the best fiddle player.

We are putting on a special sale of our handicrafts.

Do you know how many cookies we sold this year?

There are several pictures of the team in this week's paper.

How will you know these are yours?

My running shoes are blue.

This book is a true story of friendship and courage.

## 33

move  
moved  
movie  
threw  
else  
parents  
twelve  
son  
special  
sold  
pictures  
these  
blue  
true

goose  
cuckoo  
flew  
shoot

blue  
moved  
Any three:  
move  
movie  
threw  
true

### Pretest

How many words did you get right? Record your score. Look at your misspellings and see where you made mistakes. Write these words in your spelling record.



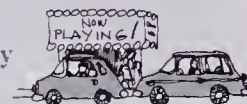
### Study Helps

- The goose and the cuckoo flew away as the girl yelled, "Don't shoot!"

The vowel sound in the underlined words is /ü/. Write the underlined words and circle the letters that spell /ü/.

Read this sentence and say the underlined words.

The blue cars moved slowly up to the movie theatre.



What is the vowel sound in the underlined words? /ü/

Write the words. Circle the letters that spell /ü/. Write three more list words that have the vowel sound /ü/. Circle the letters that spell /ü/.

- From this group of words write only those words that have the same vowel sound as the picture word. Say each word carefully.

move	good	threw	flew
grew	choose	who	shut
foot	blew	jewels	moved
true	through	movie	cuckoo

move grew threw who  
true choose jewels movie  
blew through flew move  
goose cuckoo

- Say the words else and twelve. What is the vowel sound in each word? /e/ Write the words. else twelve

### Study Helps

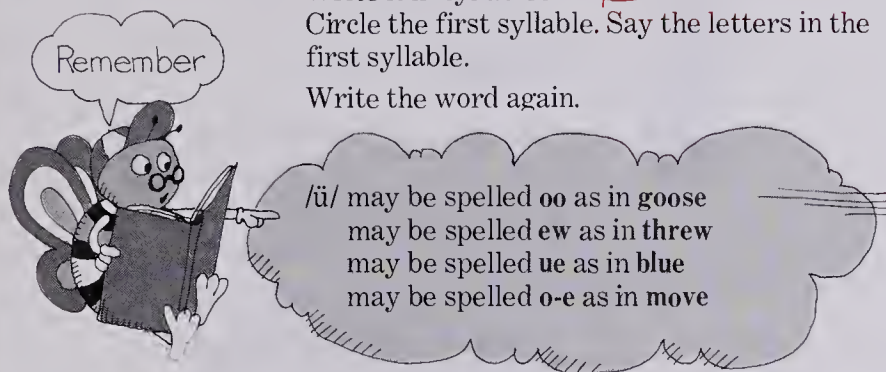
**Exercise 1:** Pupils have already encountered the vowel sound /ü/ and the spellings **oo** and **ew** in Unit 19, which are reviewed in the first sentence. The second sentence gives examples of other spellings. The **-ue** occurs finally in a few common words; in addition to the list words, the most common are glue, flue and clue. The other spelling **-ov(e)** is restricted to the words move, prove and their derivatives (remove, removal, approve, improvement, etc.). One other word, lose has the same o—consonant—e pattern.

Have the pupils identify a third word in this sentence that contains the vowel sound /ü/. Ask the pupils how they would have expected the final vowel to be spelled. Explain that the word was invented at the beginning of the century, or is a shortening of moving-picture with the diminutive suffix **-ie** added (cf. Billie, doggie).



4. Say the word special.  
How many syllables are there? two  
Look at the pronunciation: (spesh'əl)  
Write the word. Circle the letters that spell /sh/.  
Study this word carefully. spe<sup>ci</sup>al  
LOOK at it. SAY it. COVER it.  
WRITE it. CHECK your spelling.
5. How many syllables are there in the word pictures? two  
Write the word in syllables. pic·tures  
Put a box around the second syllable.  
Say the letters in the second syllable.  
Write the word again.
6. Say the words son and sold.  
What is the beginning consonant sound in each word? /s/  
What is the vowel sound in each word? son - /u/ sold - /ɒ/  
What letter spells /u/ in son? o  
What letter spells /ɒ/ in sold? o

7. Say parents.  
Write it in syllables. par·ents  
Circle the first syllable. Say the letters in the first syllable.  
Write the word again.



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Pupils should be warned that among base words that have this particular vowel sound there is a large number of homophones, for example to/too/two, blue/blew, threw/through, flew/flue, and for some speakers do/dew/due. They should therefore, be encouraged to link /ü/ words with cognate forms to help them differentiate the homophones (blow/blew, two/twice, throw/threw, etc.).

*Exercise 2:* It is obvious that the bird be identified as a goose not a duck.

The two anomalous words in this exercise are who and through. Recall the words to and do that also use o to spell /ü/.

*Exercise 4:* The ci spelling for /sh/ is common enough to warrant special mention. It occurs only medially and before an unstressed vowel, frequently in combination with the suffixes -al (as in special) and -ous (as in delicious, gracious). Ask the pupils for words ending in /shəl/ or /shəs/, have them check the spelling in a dictionary and note the spelling of the two endings.

*Exercise 5:* When the pupils have written the word in syllables draw their attention to the consonant at the end of the first syllable. Remind them to make sure they pronounce it when they say the word. If they have a list of -ture words, they should check to see whether picture(s) has been recorded.

*Exercise 6:* In many English words an original -un- is now written on, a change occurring in the days before printing when a succession of single downstrokes of the pen made the reading of such words difficult. The words son and some are two examples. The corresponding homophones sun and sum were similarly spelled sonne and somme during the Middle Ages but with the advent of printing had the u replaced.

*Exercise 7:* Have the pupils say the word several times and listen for the /t/, a sound that is often lost in this particular environment (cf. the confusion of presents and presence). To help the pupils remember the spelling, ask the pupils to identify the base word and to say it, never to identify the ending and finally to write first the base word and then the plural form of the base word.

## Extending Your Spelling Skills



- Complete these sentences with words that spell /ü/ with ew or ue.
  - She grew too big for her blue coat.
  - Is it true that you spilled the glue?
  - She threw the ball through the window.
  - Who blew out the candles?
  - The boy has blue eyes.

- Two list words are:

☆ true ☆ blue ☆

Write some other words that end in /ü/ and the letters ue. *Individual responses*

Examples: glue clue flue sue

- Read the sentences.

The words in brackets can be replaced with list words. Rewrite the sentences using the list words.

- I had a very (unusual) teddy bear. *special*
- Her (father and mother) went to South America. *parents*
- Please buy (a dozen) eggs at the store. *twelve*
- Beryl (exchanged for money) her story to the newspaper. *sold*
- Let's go to the (motion picture) on *movie* Saturday.

- Write the base words for these words.  
*move picture parent movie son*  
*moved pictures parents movies sons*

The base word for threw is throw.

Can you write the base word for sold? *sell*

- Write a homophone for each of these words.

*threw son blue* = *through sun blew* ☆

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## Extending Your Spelling Skills

**Exercise 1:** Warn the pupils that some of the replacement words are not list words but have been used in previous units. Remind them to proofread their sentences for errors in copying.

**Exercise 2:** The words that are found could be collected onto a chart to be kept in the Spelling Centre. You could draw the pupil's attention to the restriction of the position of the **ue** spelling to the end of base words. Some others not listed are: rue, sue.

**Exercise 5:** As an extension of this exercise you could ask the pupils to write pairs of sentences to show the difference in the meanings of the homophones.



6. Proofread Spelling Bee's sentences. Rewrite only the sentences in which you found mistakes.



parents moved

1. His ~~parens~~ <sup>parents</sup> moved to the city.

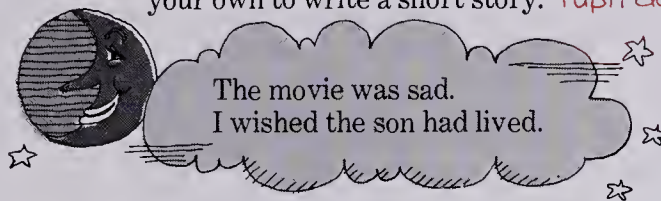
2. The movie is about the twelve sons.

3. These pictures are ~~speshal~~ <sup>special</sup>.

4. Will you please move that blue coat?

5. ~~Its~~ <sup>It's</sup> true that he ~~thru~~ <sup>threw</sup> your book away.

7. Read these sentences. Add some sentences of your own to write a short story. Pupil activity



Proofread your story.  
Use the dictionary to check any spelling you're not sure about.

### Unit Test

Say each word softly to yourself as you write it. Think about the sounds and the letters. Try to spell every word correctly.  
Record your score.

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### Unit Test

Exercise 6: Make sure that the pupils understand the instructions.

Exercise 7: Some pupils may find this topic very difficult unless they have recently seen a movie or TV program in which "the son" died. It may be necessary to discuss programs or films with this theme until all the pupils have something to write about. Suggest that the pupils restrict their writing to how they feel about the movie and do not retell the whole story.

Check to see whether pupils are diagnosing their mistakes correctly. Provide help for those who have difficulty in analyzing causes of error.

## Unit 34

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objective

- To review and apply the knowledge of spelling principles used in writing words:
  1. with **-ed** endings
  2. with **-ing** endings
  3. showing possession
- To recognize that /o/ can be spelled **aw** as in paw.

### Pretest

#### Dictation

There was only standing room when we got to the rock concert. Who'll be driving us to the game today?

I waited for you for an hour.

My sister is getting married next week.

They are going to be living on our street.

There was nothing we could do. If only we had bird's wings we could fly.

They say a dog is man's best friend.

It's exactly one month to my birthday.

We had a number of things to decide at the meetings.

There were muddy paw marks all over the car.

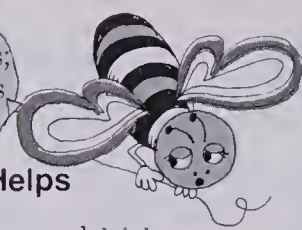
It wasn't an easy job to clean them off.

Hans was very tired when he arrived.

We all decided to take a trip to the zoo.

## 34

Base Words;  
Possessives



### Study Helps

1. Say the word driving.  
Write its base word. drive  
Add the ending ing to the base word. driving  
How did you change the base word before you added the ending? dropped the final e  
Write the base words of these words.

standing decided living waited tired  
stand decide live wait tire

2. Write the word marry. marry+ed=married  
Add the ed ending to marry.  
How did you change the base word before you added the ending? changed the y to i  
Add the endings ed and ing to each of these words.

carry bury worry  
carried buried worried  
carrying burying worrying

3. Say the word decided.  
How many syllables are there? three  
Do you hear a vowel sound in each syllable? yes  
Write the base word of decided. decide

4. Say and write the word easy.  
How many syllables are there in this word? two  
What vowel sound do you hear in each syllable? /ē/  
In each syllable, circle the letter or letters that spell the vowel sound. ea sy

### Pretest

How many words did you get right on this test?

Look at your misspelled words to see why and where you went wrong.

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### Study Helps

**Exercise 1:** You could complete the review of base words and endings by having the pupils add **ing** to decide, wait and tire. Ask whether it is possible to add **ed** to stand and, if not, to give the past form of the word.

**Exercise 2:** When checking this exercise, draw the pupils attention to the unchanged **y** before **-ing**, a general spelling pattern.



5. Say and write the word month. month  
What vowel sound do you hear? /u/  
Circle the letter that spells /u/.  
What is the final sound you hear? /ʰ/  
What two letters spell this sound? th  
Write another list word that has /ʰ/ and in which /u/ is spelled o. nothing

6. Read these sentences.

The dog belonging to that man is barking.  
That man's dog is barking.

Which sentence sounds better?

We usually use an apostrophe and s — 's — to show that something belongs to someone or to something else.

Rewrite this sentence using 's with one word.

The nest belonging to the bird fell off the tree.

Notice that you change the order of nest and bird. The bird's nest fell off the tree.

7. Say the word paw.

What vowel sound do you hear? /o/

What letters spell /o/? aw

Say and write these words. Listen for /o/.

law   claw   draw   flaw

When base words end in e, we usually drop the e before adding ed or ing.

When base words end in y, usually the y is changed to i before adding ed.

We use 's to show that something belongs to something else or someone as in dog's paw.

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Exercise 6: Although 's is used to show possession, it is much more commonly used for the purpose of description. Compare these:

She wore the man's cap on her head.

She wore a man's cap on her head.

In the first, the 's shows possession but in the second it serves to link the two nouns, signalling that man's is a modifier of cap.

Instruct the pupils to watch for instance of the use of 's and to note how it is used. Generally, it is restricted to humans, animals and other sentient beings and extended to objects considered to show feelings such as a ship or a car, for example a ship's crew, the car's engine. In addition, it occurs in some fixed phrases such as a day's work, a stone's throw, the year's end.

Exercise 3: Ask the pupils which syllable is stressed and what vowel sound they hear in the unstressed syllables and to note how they are spelled. This word has /i/ in both unstressed syllables.

Exercise 5: The symbol /ʰ/ is again used rather than the more accurate /th/ in order to avoid the difficulties of explaining the difference between voiced and unvoiced consonants.

Exercise 7: Some pupils may say /pô/ rather than /po/, but the spelling is the same.

You could add one final review exercise and ask the pupils to find the compound word and justify their choice.

decided deciding  
tired tiring  
curled curling  
married marrying  
lived living  
dreamed dreaming  
waited waiting  
spelled spelling  
dressed dressing  
laughed laughing  
moved moving  
raced racing

## Extending Your Spelling Skills

1. Add the endings ed and ing to each of these base words.

decide	marry	wait	laugh
tire	live	spell	move
curl	dream	dress	race

2. Rewrite these sentences using an apostrophe and s to replace "belonging to." Remember you will have to change the order of two words.

1. The girl's hat is on the floor.
2. The dog's paw has a thorn in it.
3. The giant's castle was huge.
4. The book's pages were torn and dirty.
5. My mother's dress is red.

3. Write the base words of these words.

tire laugh wait  
chase make come  
decide take marry  
live stand score

tired	making	married
laughing	coming	living
waited	decided	standing
chased	taking	scored

4. Write words for each picture that tell what belongs to the person or thing.



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## Extending Your Spelling Skills

**Exercise 2:** Although the construction, the book's pages is acceptable, the pages of the book is more natural.

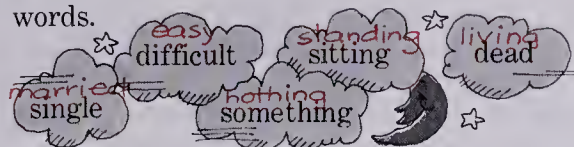
Remind pupils that an omitted apostrophe counts as a spelling mistake.

**Exercise 5:** Review opposites with those who show any hesitation at the instructions. Check by giving the pupils a few common words and ask them for the opposites, for example, thin, heavy, hot, wrong, sad etc.

Remind the pupils that the answers are all list words. Even so, they may need help with married.



5. Write words that mean the opposites of these words.



6. Read these sentences.

Let us wait here.

Yesterday I waited only a few minutes.

Notice that we add the ending ed to most words to show that we did something "in the past."

But a few words change their sounds and their spellings.

Read these sentences and look at the underlined words.

The bird can fly.

The birds all flew away.

Which underlined word shows the past form? flew

Find a word in Box B that is the past form of the word in Box A.

Write the pairs of words in your book, like this:

stand — stood

A

stand	win
make	think
tell	build
fly	come
do	

B

made	came
flew	did
stood	told
won	thought
built	

stand - stood  
make - made  
tell - told  
fly - flew  
do - did  
win - won  
think - thought  
build - built  
come - came

### Unit Test

How many words did you spell correctly on this test?

What words did you still find hard?

Add these difficult words to your special study list.

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them a verb with each adverb and so restrict their choice to regular verbs. Another difficulty could be the natural tendency to use the continuous (or progressive) form of the present we are visiting, we are painting etc. In these circumstances their responses could be further controlled by requiring them to use with now a modal verb such as can or may, which will guarantee the use of the unmarked form of the verb.

Just how elaborate this preliminary work should be will depend on the pupils' understanding of tense. If they quickly demonstrate a grasp of the concept, then they should be left to work through the exercise without further help.

### Unit Test

Exercise 6: Make sure that all the pupils clearly understand the concept *past tense* (although not necessarily labelling with those terms). To find out you could present them with a series of adverbs or adverbial phrases of past time and have them complete a sentence, then for each sentence they compose, ask them to start it with now, or an equivalent and make the necessary change. Here are some examples.

Yesterday we visited the zoo.

Now we visit the zoo.

are visiting

Last year we painted the house.

This year we paint the house.

A few weeks ago we planted some corn.

This week we plant some corn.

If pupils are allowed a free choice in their sentences, they will almost invariably use verbs with irregular past forms. If need be, this complication could be avoided by giving

Self-correction makes pupils responsible for finding and correcting their own mistakes but teachers are responsible for seeing that the checking is done accurately and thoroughly.

## Unit 35

### Objective

To spell and use in context the high-utility words listed in this unit.

### Enabling Objectives

- To recognize that:
  - /ɪ/ can be spelled **-igh** as in night.
  - /r/, in some words, is spelled **wr-**.

### Pretest

#### Dictation

We used to live on the island of Bermuda.

The Scottish castle had a ghost.  
Our youngest aunt is the same age a Mike.

Dad took the wrong turning and soon we were lost.

There wasn't a single road sign to help us find the way.

I used to be frightened of storms.  
Steve will be home tonight.

We have waited months for this trip.

Would you prefer a vacation by the ocean, or in the mountains?  
Our garbage is collected twice a week.

If it's fine, we'll go on a picnic tomorrow.

Let's go swimming; it's such a hot day.

We'll know whether we have won the contest next week.

The results won't be announced until next Friday.

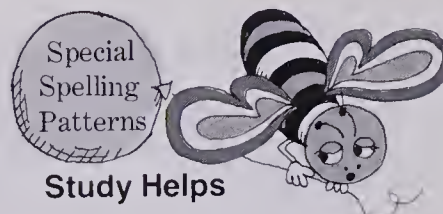
## 35

island  
ghost  
aunt  
wrong  
sign  
frightened  
tonight  
months  
ocean  
garbage  
we'll  
such  
won  
until

### Pretest

How many words did you get right on this test?

Add the words you found hard to spell to your special study list.



### Study Helps

- Say and write the word island. Circle each syllable. island  
What is the first syllable? is
- Write the word frightened.  
How many syllables are there? two  
What letters spell /i/ in the first syllable? igh  
Write the other list word in which /i/ is spelled igh.  
Write more words that spell /i/ with igh. tonight  
Some of them are: high bright sight
- What vowel sound do you hear in aunt? /a/  
What letters spell this vowel sound? au  
Write the word. aunt
- Say and write the word ocean.  
Notice that you say (ō' shən).  
What letters spell /sh/? ce  
Use your study method to help you learn to spell this word.
- Find list words that rhyme with these words.  
Remember that rhyming parts sound the same but may have different spellings.

pant aunt mine sign kite tonight  
lotion ocean one won much such

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### Study Helps

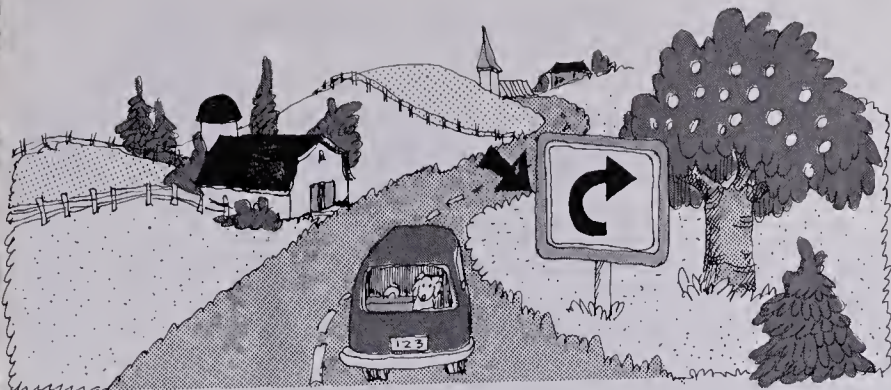
Many of the words in this unit have unique or rare spelling patterns. Pupils, according to their needs and abilities should use a variety of ways of learning to spell these words. Here are some methods:

- The look, say, cover, write, check method
- Mnemonic devices e.g. Is land an island?
- Cognate words or derivatives e.g. sign/signature, history/historical
- Compound words e.g. tonight = to + night
- Base word + ending(s) e.g. fright-en-ed.

**Exercise 1:** The word island was originally spelled iland from an Old English compound word meaning water-land. The s was introduced during the fifteenth century by analogy from isle into which the letter had been previously introduced by analogy from its origin, the Latin word insula.

**Exercise 2:** The **igh** spelling for /i/ should be familiar by now. Point out the way frightened is built up from fright (a noun) to which en is added to mark the verb function and finally ed, to mark the tense or time.

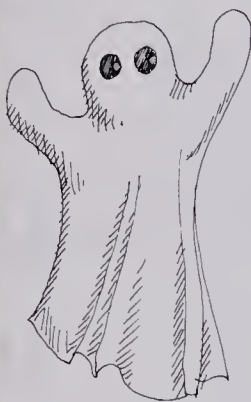




6. Say the picture word. **sign**  
 Do you hear /g/?  
 What vowel sound do you hear? /ɪ/  
 Write sign.  
 What letter must you remember? **g**  
 You **sign** a letter with a **signature**.  
 Look at the pronunciation:

(sig' nə chər)

Do you hear /g/ in **signature**?



7. Say the picture word. Write it. **ghost**  
 What is the first consonant sound? /g/  
 What two letters spell this sound? **gh**  
 8. Say the word **wrong**. Write it. **wrong**  
 What letters spell /r/? **wr**  
 Write these words: **write wrap wring**  
 9. Say and write **garbage**. **garbage**  
 What two sounds does **g** spell in this word? /g/ and /j/  
 Remember when **g** spells /j/ at the end of a word, it is usually followed by **e**.

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**Exercise 6:** A **sign** is also a **signal**, another word to help pupils to remember the **g** in **sign**.

**Exercise 7:** The letter **h** in **ghost** was introduced by the first printer in Britain, William Caxton at the end of the fifteenth century and for some mysterious reason, has remained ever since.

**Exercise 8:** The **wr** spelling of **r** was discussed in Unit 5 and will probably need reviewing. Two more common words are **wrist** and **wreck**.

**Exercise 3:** Note that some speakers especially in Nova Scotia, will report the vowel as /ä/ rather than /a/, but the spelling is the same and is equally unusual.

**Exercise 4:** Remind pupils of the **ci** spelling of /sh/ studied in Unit 33. The **ce** spelling for this sound is restricted to **ocean**, **oceanic** and the ending **-acean** and **-aceous**. **Ocean** is, therefore, an odd word.

**Exercise 5:** As noted above, some Nova Scotians and others will not find a list word to rhyme with **pant**. The rhyming word **lotion** shows yet another spelling for /sh/.

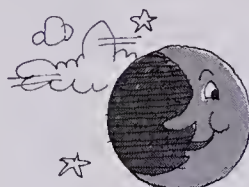
**Exercise 9:** In monosyllabic words the sound /j/ is spelled **-dge** following a short vowel (**badge**, **ledge**, **ridge**, **lodge**, **trudge** etc.) but in the case of **garbage**, the unstressed syllable /ij/ is regularly spelled **-age**. This syllable is, in fact, a suffix marking a noun as in **language**, **wreckage**, **damage**, **village** etc. To help pupils remember the spelling of **garbage** you could link it with the words just cited by starting a collection of **-age** words.

## Extending Your Spelling Skills

1. Your teacher will dictate these sentences.

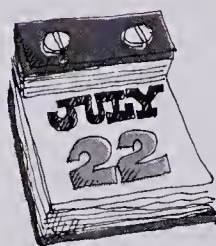
1. My aunt said that there was a ghost on the island.
2. We'll cross the ocean in two months.
3. He frightened me tonight.
4. It's wrong to throw garbage on the streets.
5. We won't see the sign until we turn the corner.

Proofread your sentences for spelling and punctuation.



2. Copy these /i/ words in your book. Complete these /i/ words with either "i-consonant-e" or igh.

mine      frightened  
 delight      sighed  
 light      kite  
 tonight      bright



3. Use these clues to write list words.

1. a huge body of water ocean
2. scared frightened
3. your mother's or father's sister aunt
4. twelve of them in a year months
5. a piece of land completely surrounded by water island
6. opposite of right wrong
7. to put one's name on something sign
8. the opposite of lost won
9. a contraction for we will we'll

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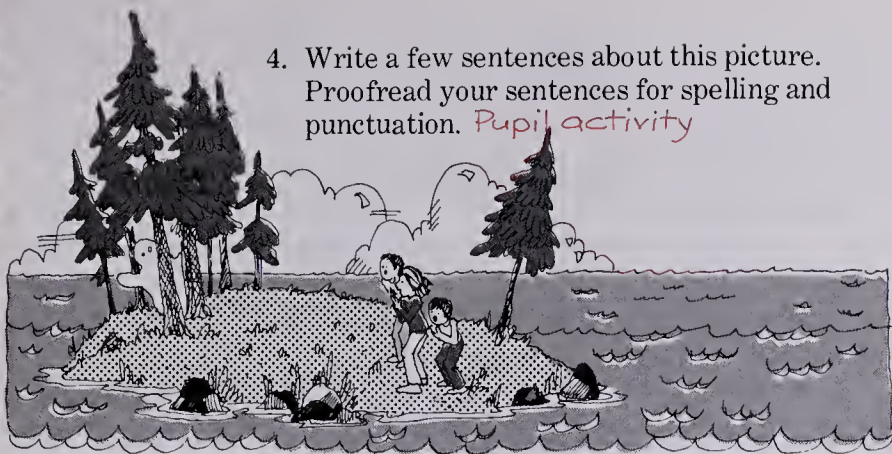
## Extending Your Spelling Skills

**Exercise 1:** When the pupils are correcting their work, check for pupils who omitted any of the apostrophes and direct them to a review of the relevant exercises.

**Exercise 4:** You could stimulate ideas by having the pupils think up titles for the picture. Or you could use the before and after method: how did the children get into this predicament and how are they going to get out of it. A third possibility is to focus on the ghost, what happened to cause the island to be haunted.



4. Write a few sentences about this picture.  
Proofread your sentences for spelling and punctuation. *Pupil activity*



5. Read these pronunciations.  
Write each word the way it is spelled.
- (wun) *won* (sīn) *sign* (ant) *aunt*  
(gōst) *ghost* (ī' lənd) *island* (ō' shən) *ocean*  
(gär' bij) *garbage* (tə nīt') *tonight* (frīt' ənd) *frightened*
6. Answer each of these questions with a complete sentence.  
Use the word at the end of the question. *Pupil activity*
1. What happened to you? (frightened)
  2. Why are you doing that work again? (wrong)
  3. What would you like to do? (ocean)
  4. Where are you going? (garbage)
  5. What are the women going to do with that big board? (sign)
  6. Where did you get the ghost puppet? (won)

### Unit Test

How many words did you get right on this test?  
Compare the results of this test with your pretest results.  
Record your score.

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**Exercise 5:** Draw the pupils attention to the two-syllable sound of frightened and the three-syllable spelling and ask for an explanation of the spelling.

**Exercise 6:** Encourage pupils to write more than a simple sentence. Suggest that they tell not only what happened ("I was frightened"), or is happening ("I'm doing it again because it was wrong"), but also the circumstances, any other participants, reasons and results.

The details are not intended as elaboration for elaboration's sake but to help them create a clear mental image that can then be realized in words.

Make time for pupils to read and discuss each other's sentences in pairs or in small groups.

### Unit Test

When the unit test has been checked, you could ask pupils who spelled words correctly to explain to those who had errors how they studied the words and how they learned the spellings.

## Objective

To review and extend the use of those high-utility words listed in Units 31—35.

## Enabling Objectives

- To apply knowledge of spelling patterns by:
  - writing words from sound symbols.
  - adding endings to base words.
  - deriving base words from base + ending words.
- To review and demonstrate understanding of sound symbols.
- To review and extend the following sound-symbol relationships as aids to spelling:
  - /ou/ spelled **ow** as in clown or **ou** as in count
  - /ü/ spelled **ew** as in flew or **ue** as in blue

## Looking Back

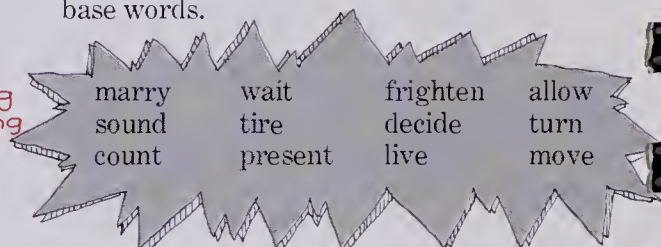
- Check the list of words you misspelled in Units 31—35.

For each misspelled word:

- Say the word.
- Decide whether the word is spelled differently from what the sound of the word suggests.
- Write the words that have spellings that are different from what you expect from the sounds of these words.
- Write each of the words that you find really hard on separate cards.
- Use one of your study methods to work on these words.

- Add the endings **ed** and **ing** to each of these base words.

married marrying  
sounded sounding  
counted counting  
waited waiting  
tired tiring  
presented presenting  
frightened frightening  
decided deciding  
lived living  
allowed allowing  
turned turning  
moved moving



- Complete these /ou/ words with either **ou** or **ow**.

f <u>o</u> <u>u</u> ntain	ab <u>o</u> <u>u</u> t	all <u>o</u> <u>w</u> ed
sh <u>o</u> <u>u</u> t	fl <u>o</u> <u>w</u> er	pl <u>o</u> <u>u</u> gh
cl <u>o</u> <u>u</u> d	sh <u>o</u> <u>w</u> er	s <u>o</u> <u>u</u> nd
c <u>o</u> <u>u</u> nt	m <u>o</u> <u>u</u> ntain	cr <u>o</u> <u>w</u> d

## Looking Back

A number of difficult words have been presented in Units 31—35. Pupils should be encouraged to observe carefully the nature of their misspellings and to analyze the causes. You might remind them once more to pay special attention to:

- careful pronunciation
- careful handwriting
- self-analysis following each unit making full use of the spelling record entries.
- regular use of the five-step learning procedure.

Allow pupils plenty of time to study their individual list of difficult words, but give help in the classification of words into regular and irregular spelling patterns.



now clown how  
allowed count  
town

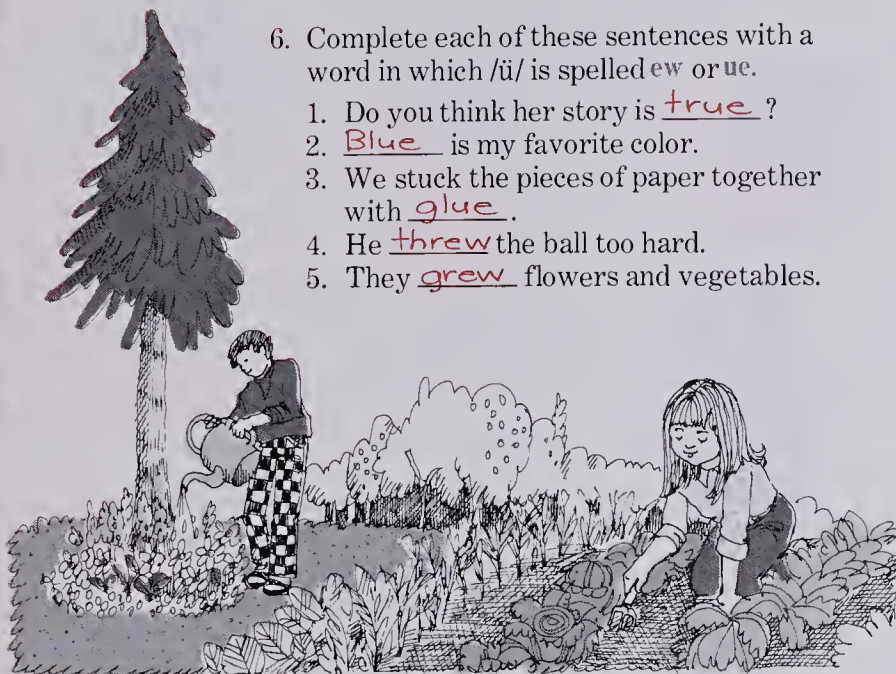
4. Say these words.  
Write only those words in which you hear /ou/.
- |        |         |       |
|--------|---------|-------|
| should | how     | blow  |
| now    | throw   | count |
| flow   | course  | town  |
| clown  | would   | show  |
| crow   | allowed | snow  |

giant fort ocean  
sound month move  
should special meet  
wrong sign ghost  
island garbage closet

5. These list words are written according to their sound symbols. Say them carefully and then write them the way they are spelled.
- (jī' ənt) (fôrt) (ō' shən) (sound) (mun tɪ )  
(müv) (shüd) (spesh' əl) (mēt) (rong)  
(sīn) (gōst) (ī' lənd) (gär' bij) (kloz' it)

6. Complete each of these sentences with a word in which /ü/ is spelled ew or ue.

1. Do you think her story is true ?
2. Blue is my favorite color.
3. We stuck the pieces of paper together with glue.
4. He threw the ball too hard.
5. They grew flowers and vegetables.



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*Exercise 3:* This exercise could be extended by asking pupils to circle the syllables in which, if spoken, /ə/ would be heard. Circling the **ed** of allowed would identify pupils who are still confusing the sounds of the words with the letters.

*Exercise 5:* If you find pupils who have difficulty with this exercise, do a systematic check of their knowledge of the sound symbols. By now, most of the pupils will have realized that the language has more sounds than letters. As a result it has been necessary to make use of diacritical marks, two letter combinations (digraphs) and even invented symbols such as the schwa /ə/. The introduction of sound symbols into the program allows pupils to analyze the sounds of their speech, identify sound-spelling patterns, and read the pronunciation symbols in a dictionary. Thus, while not absolutely necessary to learning to spell, a knowledge of the symbols is a useful tool.

*Exercise 2:* The results of this exercise will reveal the pupils grasp of the spelling changes necessitated by the addition of **ed** and **ing** to base words with certain endings. You could extend the diagnostic value of the exercise by adding words that necessitate the doubling of a final consonant or a change of vowel in the base word, for example:

hop (hopped hopping)  
run (ran running)  
fly (flew flying)  
hear (heard hearing)  
ride (rode riding)  
rub (rubbed rubbing)  
shoot (shot shooting)  
sit (sat sitting)

*Exercise 6:* Although glue is not a list word, it is common and has been used as an example of the /ü/-ue sound-spelling relationship. Consequently, the pupils can be expected to know the word.



7. Rewrite the underlined part in each sentence by using 's.

Remember you will have to put words in a different order.

The song of the bird was loud and clear.  
 The car belonging to the man was stolen.  
 The boat belonging to my uncle sank in the river.  
 My uncle's boat sank in the river.  
 The fur of the rabbit changes color. *The rabbit's fur changes color.*



8. Write the base word of each of these words.

suddenly	allowed	frightened
others	moved	parents
sold	decided	standing
driving	married	tired

*Sudden, sell, allow, decide, fright, stand, tire, other, marry, drive, parent, move.*



9. Read each sentence. Look at the underlined word. Find the word in the *Mini-Dictionary*. Write the meaning.

- The little scamp shut the door on my finger. *scamp - mischievous person*
- The walls of the old fort were tumbling down. *fort - strong building*
- Alexa had a good idea for the party. *idea - thought*
- The sign for the zoo had a picture of a panda on it. *sign - a board giving information*
- We decided to live in a house beside the ocean. *ocean - the sea*



10. Rewrite the sentences below using the correct spellings for the words in pronunciation symbols.

- Her (fêr) coat kept her warm. *fur*
- Who would like another piece of (mêt)? *meat*

*Exercise 8:* Pupils may write frighten as the base word for frightened. They may not be ready to accept fright as the base word since they are much more likely to use scare and when they hear fright it is used colloquially to mean ridiculous or strange-looking. Similarly tired is far more common in their vocabulary than the verb tire: the noun, however, is quite familiar.



3. They walked (<sup>through</sup>thrü) the gate.
4. The mother brought her (<sup>son</sup>sun).
5. The wind (<sup>blew</sup>blü) the grey clouds away.
6. He met his (<sup>aunt</sup>ant) in the shop.
7. May I have (<sup>one</sup>wun) ball, please?

11. Proofread Spelling Bee's story. Write the words that are misspelled. Be sure to spell them correctly.



<sup>One</sup>  
~~Won~~ day I decided to go to a  
<sup>movie</sup>  
~~move~~. When I got there, I  
waited and waited. There were  
many people standing in line.  
<sup>sign</sup>  
The ~~sine~~ said, "Wait until the  
<sup>first</sup>  
~~frst~~ show is over." <sup>Suddenly</sup>  
~~Sudently~~ the  
line began to move. I got to the  
ticket window. I put my hand  
in my pocket. Nothing! The  
lady said, "What's <sup>wrong</sup>  
~~rong~~?" I  
said, "Oh, oh! I forgot my  
money!"

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## Review Test

**Exercise 11:** It might be as well to tell the pupils to complete this exercise first, as soon as they have finished studying their misspelled words. In this way, you will have an idea of how successful the pupils have become at proof-reading.

If you have been giving review tests do so again. Pupils should then have a record of six tests taken throughout the year that will help them see to what extent they have improved.

# Basic Word List

able	bet	Canada	cousins	ears
about	bigger	caught	cowboys	early
across	biggest	change	crash	easy
adventure	bikes	chased	creek	eight
again	bird's	cherries	cricket	else
alive	blossom	cherry	cry	enough
allowed	blow	chest	cub	everyone
alone	blue	chicken	cuckoo	except
an	boats	chief	cup	
answer	born	chipmunk	cupboard	faced
anybody	boss	chirp		falling
anymore	both	church	dead	favorite
apple	bottom	city	decided	feel
art	broken	climbing	deep	finally
aunt	brothers	clock	die	finger
	bug	close	different	first
bar	build	closed	dinosaur	flew
bark	building	closer	does	forgot
barrel	built	closet	doesn't	fort
bat	bush	clouds	doing	free
bath	bushes	club	donkey	Friday
bats	busy	coffee	downstairs	friend
beautiful	buttons	colors	dream	frightened
beaver	buzz	colt	dreamed	frog
became		coming	dress	full
because	cabin	count	dressed	fur
being	cage	couple	drink	
believe	calf	course	drive	garbage
beside	camp	cousin	driving	ghost
			drove	



giant	hunt	making	newspaper	places
girl	hunting	man's	nineteen	plane
God		mare	nobody	plants
goes	ice	married	noise	playground
goose	idea	Mars	nothing	please
grandfather	Indian	master	number	poem
grandmother	interesting	matter		police
grew	invisible	May	ocean	policeman
guns	island	meet	o'clock	ponies
guy	it's	mice	off	popcorn
guys		miles	orange	present
	jail	minute	others	presents
ha	jewels	minutes	own	princess
had	job	miss	owned	pull
hate	jungle	missed	owner	pup
having		money		pups
hear	kids	month	paint	purple
heard	kitchen	months	paper	pushed
heaven	knew	mothers	parents	
hello	know	mountain	part	racing
hi		move	passed	raining
hid	late	moved	past	rainy
hike	laughed	movie	paw	reading
hockey	laughing	moving	people	ready
holes	learned	Mr.	period	remember
holiday	leave	Mrs.	person	rest
hop	lesson	mud	picnic	rich
hotel	life		picture	robins
hour	living	nails	pictures	rocket
hours	lonely	need	piece	rocks
houses	lucky	nest	pink	rode
	lying	net		

rope	sold	takes	turn	wide
roses	somebody	taking	turned	wishes
rubbing	someone	talking	twelve	won
running	son	tall	twenty	wonder
	songs	tanks		won't
safe	sorry	tea	uncle	wore
said	sound	teach	until	wouldn't
sand	space	thank	upstairs	write
saved	special	that's	used	wrong
saying	squirrel	their		
says	stairs	then	visit	yard
scamp	standing	there		you're
science	star	these	wait	
scored	started	they	waited	
sea	stayed	they're	wall	
secret	steps	think	war	
sent	stick	thinking	warm	
shark	stole	third	watch	
sheep	stone	thirty	watched	
she's	stopped	threw	watching	
shoot	storm	through	weather	
shop	stranger	tie	weeks	
should	stuffed	tied	we'll	
shut	such	till	went	
sign	sudden	tired	were	
sisters	suddenly	told	we're	
sit	suit	tonight	west	
sitting	sunny	too	wet	
sleeping	surprise	trout	whale	
smart	surprised	true	where	
smile	swam	trying	which	



# Mini-Dictionary

The *Mini-Dictionary* is excerpted from the *Canadian Junior Dictionary*, Gage Publishing Limited, 1977. For complete entries and other words not included, see the *Canadian Junior Dictionary*.

## Full pronunciation key

<b>a</b> hat, cap	<b>o</b> hot, rock
<b>ā</b> age, face	<b>ō</b> open, go
<b>ä</b> father, far	<b>ô</b> order, all
	<b>oi</b> oil, voice
<b>b</b> bad, rob	<b>ou</b> house, out
<b>ch</b> child, much	
<b>d</b> did, red	<b>p</b> paper, cup
	<b>r</b> run, try
<b>e</b> let, best	<b>s</b> say, yes
<b>ē</b> equal, be	<b>sh</b> she, rush
<b>èr</b> term, learn	<b>t</b> tell, it
	<b>th</b> thin, both
<b>f</b> fat, if	<b>TH</b> then, smooth
<b>g</b> go, bag	
<b>h</b> he, how	<b>u</b> cup, butter
	<b>û</b> full, put
	<b>ü</b> rule, move
<b>i</b> it, pin	
<b>ī</b> ice, five	<b>v</b> very, save
	<b>w</b> will, woman
<b>j</b> jam, enjoy	<b>y</b> young, yet
<b>k</b> kind, seek	<b>z</b> zero, breeze
<b>l</b> land, coal	<b>zh</b> measure, seizure
<b>m</b> me, am	
<b>n</b> no, in	<b>ə</b> represents:
<b>ng</b> long, bring	a in about
	e in taken
	i in pencil
	o in lemon
	u in circus

## able

**a-ble** (ā'bəl) **1** having power or skill: *Little children are able to walk, but they are not able to earn a living.* **2** skilful; competent: *She is an able teacher.*

**a-bout** (ə bout') **1** of or having to do with: *This is a story about horses.* **2** nearly; almost: *He has about finished his work.* **3** around: *A collar goes about the neck. Look about and tell me what you see.*

**a-cross** (ə kros') from one side to the other of; over: *The cat walked across the street.*

**ad-ven-ture** (ad ven'chər) **1** a bold and difficult undertaking, usually exciting and somewhat dangerous: *A hunter of tigers has many adventures.* **2** an unusual experience: *The trip to Quebec City was an adventure for us.*

**a-gain** (ə gen' or ə gān') another time; once more: *Come again to play. Say that again.*

**a-live** (ə liv') **1** living: *Was the snake alive or dead?* **2** active; lively; brisk.

**al-low** (ə lou') **1** let; permit: *Mrs. Smith allows her children to go swimming alone. Dogs are not allowed on buses.* **2** give; let have: *She is allowed 50 cents a day for lunch at school.*

**a-lone** (ə lōn') **1** apart from other persons or things: *One tree stood alone on the hill.* **2** without anyone else.


**an-swer** (an'sər) **1** speak or write words in return to a question: *I asked him a question, but he would not answer.* **2** words spoken or written in return to a question: *The boy gave a quick answer.* **3** a gesture or act in return: *A nod was her only answer.* **4** act in return to a call, signal, etc.; respond: *He knocked on the door, but no one answered.* **5** a solution to a problem: *What is the correct answer?*

**an-y-bod-y** (en'ē bud'ē or en'ē bod'ē) any person; anyone: *Has anybody been here?*

**ap-ple** (ap'əl) **1** the firm, fleshy fruit of a tree widely grown in temperate regions: *Apples are usually red, yellow, or green, and are eaten either raw or cooked.* **2** the tree the fruit grows on.

**art** (ärt) drawing, painting, or sculpture.

**aunt** (ant) **1** a sister of one's father or mother. **2** the wife of one's uncle.

 The pronunciation (ant) is usual in Canada, but (änt) is common in New Brunswick and parts of Nova Scotia.

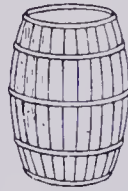
**bar** (bär) **1** an evenly shaped piece of some solid, longer than it is wide or thick: *a bar of iron, a bar of soap, a bar of chocolate.* **2** a pole or rod put across a door, gate, window, etc. to fasten or shut off something.

**bark**<sup>1</sup> (bärk) the tough outside covering of the trunk, branches, and roots of trees.

## bark

**bark<sup>2</sup>** (bärk) 1 the short, sharp sound a dog makes. 2 a sound like this: *the bark of a fox, a gun, or a cough.* 3 make this sound or one like it: *The dog barked.*

A barrel



**bar·rel** (bar'əl or ber'əl) a container with round, flat ends and slightly curved sides: *Barrels are usually made of boards held together by hoops.*

**bat<sup>1</sup>** (bat) 1 a specially shaped wooden stick or club, used to hit the ball in baseball, cricket, etc. 2 hit with a bat; hit: *He bats well. I batted the balloon over to him with my hand.* 3 a turn at batting: *Lynn, you are next at bat.* 4 a stroke; blow.

A little brown bat — about 9 cm long; wingspread about 35 cm



**bat<sup>2</sup>** (bat) a flying animal that resembles a mouse with skinlike wings: *Bats fly at night and most of them feed on insects.*

**bath** (bath) 1 a washing of the body. 2 the water, towels, etc. for a bath: *Your bath is ready.* 3 a tub, a room, or other place for bathing: *The house had no bath, so we had one built.* 4 give a bath to: *Mother baths the baby every day.* 5 take a bath: *He always baths at night.*

**beau·ti·ful** (byü'tə fəl) very pleasing to see or hear; delighting the mind or senses: *a beautiful picture, beautiful music.*

A beaver — about 75 cm long without the tail; tail about 30 cm long and 16 cm wide



**bea·ver** (bē'vər) a soft-furred animal that has a broad, flat tail and feet adapted to swimming: *The beaver has been a Canadian emblem for over two hundred years. Beavers live both in water and on land.*

**be·cause** (bi koz' or bi kôz') for the reason that; since: *Most boys play ball because they enjoy the game. Because we were very late, we ran.*

**be·lieve** (bi lēv') 1 think something is true or real: *We all believe that the earth is round.* 2 think somebody tells the truth: *His friends believe him.*

3 have faith; trust: *believe in God. A person has to believe in his friends.* 4 think; suppose: *I believe we are going to have a test.* **be·lieved, be·liev·ing.**

**bet** (bet) 1 promise to give some money or a certain thing to someone if he is right and you are wrong: *I bet you a nickel I won't pass this test.* 2 a promise or pledge to give some money or a certain thing to someone if he is right and you are wrong: *I made a bet that I wouldn't pass.*

**big** (big) 1 great in amount or size; large: *a big room, a big book. An elephant is a big animal. Dogs are bigger than mice.* 2 grown up: *You are a big girl now.* 3 important: *This is big news.* **big·ger, big·gest.**

**bike** (bīk) *Informal.* bicycle.

**bird** (bèrd) an animal that lays eggs and has wings, two legs, and a body covered with feathers: *Most birds can fly.*

**blos·som** (blos'əm) 1 a flower, especially of a tree or other plant that produces fruit: *apple blossoms.* 2 the time of flowering; an early stage of growth: *a cherry tree in blossom.* 3 have flowers; open into flowers: *Pansies blossom throughout the summer.*

**blow<sup>1</sup>** (blō) a hard hit; a knock; stroke: *He struck the man a blow that knocked him down.*

**blow<sup>2</sup>** (blō) 1 send forth a strong current of air: *Blow on the fire or it will go out.* 2 move as a current of air: *The wind blew gently.*

**blue** (blü) 1 the color of the clear sky in daylight. 2 having this color. 3 sad; discouraged: *I felt blue when I failed.*

**boat** (bōt) a small, open vessel for travelling on water, such as a motorboat or a rowboat.

**born** (bōrn) brought into life; brought forth: *A baby born on Sunday is supposed to be lucky.*

**boss** (bos) *Informal.* 1 a person who hires workers or watches over and directs them; foreman; manager. 2 give orders to: *He likes to boss people.*

**bot·tom** (bot'əm) 1 the lowest part: *The berries at the bottom of the basket were crushed.* 2 the part on which anything rests: *The bottom of that glass is wet.* 3 the ground under water: *the bottom of the sea.*

**break** (brāk) 1 make come to pieces by a blow or pull: *Baby has broken her doll.* 2 come apart; crack; burst.

**bro·ken** (brō'kən) See **break**. *The window was broken by a ball.*

**bug** (bug) 1 an insect without wings or with a front pair of wings thickened at the base, and having a pointed beak for piercing and sucking. 2 any insect or animal somewhat like an insect: *Ants, flies, and spiders are often called bugs.*

**build** (bild) make by putting materials together; construct: *Men build houses and ships.*

**build·ing** (bil'ding) something built: *Barns, houses, sheds, factories, and hotels are all buildings.*

**built** (bilt) See **build**. *The bird built a nest.*

**bush** (büsh) 1 a woody plant smaller than a tree, often



with many separate branches starting from or near the ground. 2 open forest or wild land: *He disliked towns after living in the bush for many years.*

**bus-y** (biz'ē) 1 working; active; having plenty to do: *Mother is a busy person.* 2 full of work or activity: *Main Street is a busy place. Holidays are a busy time.*

**but-ton** (but'an) 1 a knob or a flat piece of metal, plastic, etc. fixed on clothing and other things, to hold parts together or to decorate. 2 fasten the buttons of; close with buttons: *We buttoned our coats when the rain began.* 3 a knob or disk that is pushed, turned, etc. to cause something to work: *Push that button to start the machine.*

**buzz** (buz) the humming sound made by flies, mosquitoes, or bees.

**cab-in** (kab'an) 1 a small, roughly built house; hut. 2 a room in a ship: *Our family had two cabins for the voyage to Europe.* 3 a place for passengers in an aircraft.

**cage** (kāj) 1 a frame or box closed in with wires or bars: *At the zoo there are many cages for wild animals and birds.* 2 put or keep in a cage: *After the lion was caught, it was caged.*

**calf** (kaf) 1 a young cow or bull. 2 a young elephant, whale, deer, etc.: *The children saw the new seal calves at the zoo.*

**camp** (kamp) 1 a group of tents, huts, or other shelter where people live for a time: *A marching army usually makes camp every night.* 2 make a camp; put up tents, huts, or other shelters and stay for a time: *We camped out for a week.* 3 a place where one lives in a tent or hut or outdoors.

**catch** (kach) take and hold something moving; seize; trap; capture: *Catch the ball with both hands. The cat catches mice. The policeman caught the thief.*

**caught** (kot or kô't) See **catch**. *He caught the ball.*

**change** (chānj) 1 make different; become different: *She changed the room by painting the walls white. He had changed since they had seen him last.* 2 put something in place of another; take in place of: *change dirty clothes for clean ones. I changed seats with my brother.* 3 get or give small units of money that equal a larger unit: *Can you change a dollar bill for ten dimes?*

**chase** (chās) follow after to catch or kill; hunt: *The cat chased the mouse.*

**cher-ry** (cher'ē) 1 a small, round, juicy fruit having a pit in the centre: *Cherries are good to eat.* 2 the tree it grows on. 3 bright red: *cherry ribbons. cher-ries.*

**chest** (chest) 1 the part of a person's or an animal's body enclosed by the ribs. 2 a large box with a lid, used for holding things: *a linen chest, a tool chest.* 3 a piece of furniture with drawers.

**chick-en** (chik'an) 1 a young hen or rooster. 2 any hen or rooster. 3 the flesh of a chicken, used as food.


**chief** (chēf) 1 the head of a group; leader; the person

hat, āge, fār; let, ēqual, tērm; it, īce  
hot, ōpen, ōrder; oil, out; cup, pūt, rüle  
ābove, takān, pencāl, lemān, circās

ch, child; ng, long; sh, ship  
th, thin; TH, then; zh, measure

highest in rank or authority: *A fire chief is the head of a group of firefighters.* 2 the head of a tribe or clan.

**chip-munk** (chip'mungk) a small, striped North American ground squirrel.

 **Chipmunk** comes from a North American Indian word meaning 'headfirst.' The word was originally applied to the red squirrel from its way of going down a tree trunk.

**chirp** (chērp) 1 the short, sharp sound made by certain small birds and insects. 2 make a chirp.

**church** (chērch) a building for public, especially Christian, worship: *We walked past the church.*

**cit-y** (sit'ē) a town of more than a certain size or level of importance: *Montreal and Toronto are the largest cities in Canada.*

**climb** (klīm) 1 go up: *to climb a hill, to climb a ladder.* 2 grow up: *A vine climbs by twining about a support of some kind.*

**clock** (klok) an instrument for measuring and showing time: *A clock is not made to be carried about.*

**close**<sup>1</sup> (klōz) 1 shut: *Close the door. The sleepy child's eyes are closing.* 2 bring together: *Close the ranks of the troops.* 3 come together. 4 come or bring to an end: *The meeting closed with a speech by the president.* closed, clos-ing.

**close**<sup>2</sup> (klōs) with little space between: *The buildings were huddled close.*

**close-et** (kloz'it) a small room or large cupboard used for storing things: *There is another coat in the closet.*

**cloud** (kloud) a white, grey, or almost black mass in the sky, made up of tiny drops of water or ice particles: *Sometimes when it rains, the sky is completely covered with dark clouds.*

**club** (klub) 1 a heavy stick of wood, thick at one end, used as a weapon. 2 a stick or bat used in some games to hit a ball: *golf clubs.* 3 beat or hit with a club or something similar. 4 a group of people joined together for some special purpose: *a tennis club, a yacht club, a nature-study club.*

**cof-fee** (kof'ē) dark-brown drink or flavoring made from the roasted and ground beans of a tall, tropical shrub.

**col-or** or **col-our** (kul'ər) red, yellow, blue, or any combination of them: *She never wears colors, but always dresses in black or white.*

**colt** (kōlt) a young horse, donkey, etc., especially a male horse under four or five years old.

**count**<sup>1</sup> (kount) 1 name numbers in order: *The child can count to ten.* 2 add up; find the number of: *He counted the books and found there were fifty.*

**count**<sup>2</sup> (kount) a European nobleman having a rank about the same as that of a British earl.

**cou-ple** (kup'əl) two things of the same kind that go together; a pair.

**course** (kôrs) 1 an onward movement: *the course of events. She gets little rest in the course of her daily work.* 2 a direction taken: *Our course was straight to the north.* 3 a line of action: *The only sensible course was to go home.*

**of course**, **a** as might be expected; needless to say; naturally: *Of course it will rain on the weekend.* **b** certainly; without question: *Of course I'll do it.*

**cous-in** (kuz'ən) the son or daughter of one's uncle or aunt: *First cousins have the same grandparents; second cousins have the same great-grandparents.*

**cow-boy** (kou'boi') a man who looks after cattle on a ranch and on the range.

**crash** (krash) 1 a sudden, loud noise like many dishes falling and breaking, or like sudden, loud band music. 2 make such a noise: *The thunder crashed.* 3 fall, hit, or break with force and a loud noise: *The dishes crashed to the floor.*

**creek** (krēk or krik) 1 *Cdn.* a small freshwater stream. 2 a narrow bay running inland for some distance from the sea.

**crick-et**<sup>1</sup> (krik'it) a black insect related to the grasshopper: *On a summer evening crickets can often be heard chirping merrily.*

**crick-et**<sup>2</sup> (krik'it) an outdoor game played by two teams of eleven players each, with ball, bats, and wickets.

**cry** (krī) 1 call loudly: *He cried, 'Help!'* 2 a loud call; a shout: *We heard the drowning man's cry for help.* 3 make a noise from grief or pain, usually with tears.

**cub** (kub) 1 a young bear, fox, wolf, lion, etc. 2 a boy who belongs to the Wolf Cubs.

**cuck-oo** (kük'ü) a bird whose call sounds much like its name: *The common European cuckoo lays its eggs in the nests of other birds instead of hatching them itself.*

**cup-board** (kub'ərd) 1 a closet or cabinet with shelves for dishes and food supplies. 2 a closet for storing clothing and other things.

**dead** (ded) no longer living; that has died: *The flowers in my garden are dead.*

**de-cide** (di sīd') 1 settle: *Let us decide the question by tossing a coin.* 2 give judgment: *Mother decided in favor of a small car.*

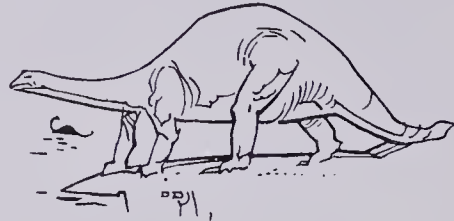
**de-cid-ed** (di sīd'id) definite; unquestionable: *The home team had a decided advantage.*

**deep** (dēp) 1 going a long way down from the top or surface: *The ocean is deep here. The men dug a deep well to get pure water.* 2 far down; far on: *The men dug deep before they found water.*

**die** (dī) 1 stop living; become dead. 2 lose force or

strength; come to an end; stop: *The music died away. The motor sputtered and died.*

**dif-fer-ent** (dif'rənt or dif'ər ənt) 1 not alike; not like: *People have different names. An automobile is different from a cart.* 2 not the same; separate; distinct: *We called three different times but never found her at home.*



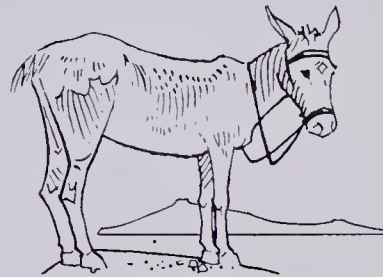
A dinosaur —  
about 22 m long

**di-no-saur** (dī'nə sôr' or din'ə sôr') any of a group of extinct reptiles: *Some dinosaurs were bigger than elephants; others were smaller than cats.*

**do** (dū) carry through to an end any action or piece of work; carry out; perform: *Do your work well.*

**does, did, done, do-ing.**

**does-n't** (duz'ənt) does not.



A donkey —  
usually about 1 m high  
at the shoulder

**don-key** (dong'kē) 1 one of several kinds of tame or wild four-footed animal related to the horse, but smaller, and having larger ears, a shorter neck and mane, and smaller hooves than a horse. 2 a stubborn person; a silly or stupid person: *Don't be such a donkey!*

**down-stairs** (doun'sterz') 1 down the stairs: *Bill slipped and tumbled downstairs.* 2 on or to a lower floor: *I went downstairs for breakfast. The downstairs rooms are dark.* 3 the lower floor or floors: *He lived in the downstairs of the house.*

**dream** (drēm) 1 something thought, felt, seen, or heard during sleep. 2 something unreal, like a dream: *The boy had dreams of being a hero.* 3 think, feel, see, or hear during sleep; have dreams: *He dreamed he was a Mountie.* 4 have daydreams; form fancies: *The girl dreamed of being a famous scientist.*

**drink** (dringk) 1 swallow anything liquid, such as water or milk: *The boys drink milk for breakfast.* 2 anything liquid swallowed to make one less thirsty.

**drive** (drīv) 1 make go; cause to move: *Drive the dog away. He drove the cow out of the barn.* 2 a trip, usually short, taken in a car or other vehicle: *a Sunday drive. drove, driv-en, driv-ing.*

**drove** (drōv) See **drive**. *We drove twenty miles.*



**ear** (ēr) 1 the part of the body by which people and animals hear. 2 the sense of hearing.

**ear-ly** (ēr'lē) 1 near the beginning: *his early years*, (adj.). *The heroine appears early in the book* (adv.).

2 that happens or arrives before the usual, normal, or expected time: *an early dinner, an early spring*.

3 before the usual or expected time: *Please come early*.

**easy** (ēz'ē) 1 not hard to do or get: *an easy lesson*.

2 free from pain, discomfort, trouble, or worry: *an easy life*.

**else** (els) 1 other; different; instead: *Will somebody else speak? What else could I say?* 2 differently: *How else can he act?* 3 (usually following or) otherwise; if not: *You must hurry, or else you'll miss the bus*.

**enough** (i nuf') 1 as many as needed: *Are there enough seats for all?* 2 as much as is wanted or needed: *Has he had enough to eat?*

**every-one** or **every one** (ev'rē wun' or ev'rē wən) each one; everybody: *Everyone took his books home*.

**except** (ek sept') leaving out; other than: *He works every day except Sunday*.

**face** (fās) 1 the front part of the head: *The eyes, nose, and mouth are parts of the face*. 2 a look or expression: *His face was sad*. 3 an ugly or peculiar look made by twisting or distorting one's face: *The boy made a face at his sister*.

**fa-vor-ite** or **fa-vour-ite** (fā'vər it or fāv'rit) 1 most liked: *What is your favorite flower?* 2 a person or thing liked better than others; one liked very much: *He is a favorite with everybody*.

**feel** (fēl) 1 touch: *Feel the cloth*. 2 try to touch; try to find by touching: *He felt in his pocket for a match*. 3 find out by touching: *Feel how cold my hands are*. 4 be aware of: *He felt the cool breeze*.

**fi-nal-ly** (fī'nəl ē) at the end; at last: *The lost dog finally came home*.

**fin-ger** (fing'gər) one of the five end parts of the hand, especially the four besides the thumb.

**flew** (flū) See fly<sup>1</sup>. *The bird flew away*.

**fly<sup>1</sup>** (flī) one of several kinds of insect with two wings: *The common housefly is a great nuisance*.

**fly<sup>2</sup>** (flī) move through the air with wings: *Some birds fly long distances*.

**for-get** (fər get') 1 let go out of the mind; fail to remember: *I couldn't introduce her because I had forgotten her name*. 2 fail to think of; fail to do, take notice, etc.: *She said she would not forget*.

**for-got** (fər got') See forget. *He was so busy that he forgot to eat his lunch*.


**fort** (fōrt) a strong building or place that can be defended against an enemy.

**free** (frē) 1 loose; not fastened or shut up: *The hens were allowed to run free in the yard*. 2 not under

hat, āge, fār; let, ēqual, tērm; it, īce  
hot, ōpen, ōrder; oil, out; cup, pūt, rūle  
ābove, takən, pencəl, lemən, circəs  
ch, child; ng, long; sh, ship  
th, thin; ƧH, then; zh, measure

another's control; not being a slave. 3 not held back from acting or thinking as one pleases: *free speech, free nations*.

**Fri-day** (frī'dē or frī'dā) the sixth day of the week, following Thursday.

 Friday developed from Old English *Frīgedæg*, meaning 'day of Frīg'; Frīg was the Germanic goddess of love.

**friend** (frend) a person who knows and likes another.

**fright-en** (frīt'an) make afraid.



One kind of frog —  
about 7 cm long

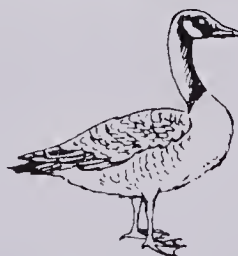
**frog** (frog) a small, leaping animal with webbed feet that lives in or near water: *Frogs hatch from eggs as tadpoles, which live in the water until they grow legs*.

**gar-bage** (gär'bij) 1 waste from the kitchen or dining room; scraps of food to be thrown away: *The garbage was wrapped in old newspapers*. 2 trash; rubbish.

**ghost** (gōst) the spirit of a dead person: *A ghost is supposed to live in another world and appear to living people as a pale, dim, shadowy form*.

**gi-ant** (jī'ənt) 1 a man of great size or very great power. 2 an imaginary being like a huge man. 3 huge: *a giant potato*.

**God** (god) in certain religions, the maker and ruler of the universe; the Supreme Being.



A Canada goose —  
about 85 cm long with the tail

**goose** (güs) 1 a tame or wild water bird resembling a duck, but larger and having a longer neck: *A male goose is called a gander*. See the picture. 2 the female of this bird. 3 the flesh of this bird used as food. 4 a silly person: *'What a goose you are!'*

**grand-fa-ther** (gran'fo'ƧHər or grand'fo'ƧHər) 1 the father of one's father or mother. 2 any forefather.

**grand-moth-er** (gran/'muθh'ər or grand/'muθh'ər) the mother of one's mother or father.

**grew** (grü) See **grow**. *It grew cold last night.*

**grow** (grō) 1 become bigger; increase: *His business has grown fast.* 2 live and become big: *Few trees grow in the desert.* 3 cause to grow; raise: *We grow wheat in many parts of Canada.* 4 become: *It grew cold.*

**guy** (gī) *Slang.* a man; fellow: *Most of the guys were at the party.*

☞ **Guy** is considered slang, although it is widely used in informal speech. **Guy** comes from *Guy Fawkes*, an Englishman who was hanged for leading an unsuccessful plot to blow up the British king and parliament in 1605. A custom then developed in England of publicly burning a dummy 'guy' at an annual celebration. 'Guy' came to refer to a strange-looking person, and later became a slang term meaning simply 'man.'

**ha'** (ho, hä, or ha) 1 an exclamation of surprise, joy, or triumph: *'Ha! I've caught you!' cried the giant to Jack.* 2 in writing, a way of indicating laughter: *'Ha! ha! ha!' laughed the boys.*

**ha<sup>2</sup>** hectare.

**hate** (hāt) 1 dislike very much: *The rebel hated the dictator.* 2 a very strong dislike: *She felt a hate of snakes.*

**hear** (hēr) perceive or be able to receive sounds through the ear: *The old man could not hear well enough to know what I was saying.*

☞ **Hear** and **here** are pronounced the same.

**heard** (hērd) See **hear**. *I heard the noise. The gun was heard two kilometres away.*

☞ **Heard** and **herd** are pronounced the same.

**heav-en** (hev'ən) in religious use, the place where God and His angels live and where the blessed go after death.

**hel-lo** (he lō' or hə lō') a call or exclamation to attract attention, express a greeting or surprise, etc.: *He said, 'Hello, Bill!'*

**hi** (hī) a call of greeting; hello.

**hid** (hid) See **hide**. *The dog hid his bone.*

**hide** (hīd) 1 put or keep out of sight: *Hide it where no one else will know of it or know where it is.* 2 shut off from sight; cover up: *Clouds hide the sun.* 3 keep secret: *She hid her disappointment.*

**hike** (hīk) 1 take a long walk; tramp; march: *The scouts hiked in to the hills.* 2 a tramp or march.

**hock-ey** (hok'ē) a game played on ice by two teams of six players wearing skates and carrying hooked sticks, with which they try to shoot a black rubber disk, the puck, into the opposing team's goal.

**hole** (hōl) 1 an open place: *a hole in a stocking.* 2 a hollow place in something solid: *Rabbits dig holes in the ground to live in.*

**hol-i-day** (hol'ə dā') 1 a day when one does not

work; a day for pleasure and enjoyment: *July 1st is a holiday for all Canadians.* 2 vacation.

**hop** (hop) spring, or move by springing, on one foot: *How far can you hop on your right foot?*

**ho-tel** (hō tel') a place where rooms and meals are supplied to the public, especially to travellers, for pay.

**hour** (our) sixty minutes: *Twenty-four hours make a day.*

**house** (hous) 1 a building in which people live. 2 a building for any purpose: *a hen house, an engine house.*

**hunt** (hunt) 1 go after game and other wild animals to catch or kill them for food or sport. 2 the act of hunting: *Our gear for the duck hunt is all ready.* 3 search; seek; look: *to hunt for a lost book.*

**ice** (īs) 1 water made solid by cold; frozen water. 2 of or having to do with ice. 3 a frozen surface for skating, hockey, curling, etc.

**i-de-a** (ī dē'ə) 1 a plan, picture, or belief in the mind: *Eating candy and playing with toys are that little child's idea of happiness.* 2 a thought, fancy, or opinion: *She is always ready to express her ideas.*

**In-di-an** (in'dē ən) 1 a member of the race of people that was living in North and South America before the Europeans came; an American Indian. 2 of or having to do with American Indians: *an Indian camp, Indian blankets, an Indian language.* 3 of, living in, or belonging to India or the East Indies: *Indian elephants, Indian temples, Indian costumes.* 4 a person born in or living in India or the East Indies.

**in-ter-est-ing** (in'tris ting, in'tər is ting, or in'tər es'ting) arousing interest; holding one's attention: *Stories about travel and adventures are interesting.*

**in-vis-i-ble** (in viz'ə bəl) not visible; not capable of being seen: *Thought is invisible. Germs are invisible to the naked eye.*

**is-land** (ī'lənd) a body of land smaller than a continent and completely surrounded by water: *Cuba is a large island. To reach the island, you go on a boat.*

**it's** (its) 1 it is: *It's my turn.* 2 it has: *It's been a beautiful day.*

**jail** (jāl) 1 a prison, especially one for persons awaiting trial or being punished for a minor offence. 2 put in jail; keep in jail.

**jew-el** (jü'əl) 1 a precious stone; gem: *Jewels are worn in pins and other ornaments.* 2 a valuable ornament to be worn, set with precious stones.

**job** (job) 1 a piece of work: *He had the job of painting the boat.* 2 work done for pay; employment: *Her brother is hunting for a job.* 3 anything a person has to do: *I'm not going to wash the supper dishes; that's your job.*

**jun-gle** (jung'gəl) wild land thickly overgrown with bushes, vines, trees, etc.: *Jungles are hot and humid regions with many kinds of plants and wild animals.*



**kid<sup>1</sup>** (kid) 1 a young goat. 2 the leather made from the skin of a young goat, used for gloves, shoes, etc. 3 *Informal.* child: *The kids went to the circus.*

**kid<sup>2</sup>** (kid) *Slang.* tease playfully; talk in a joking way: *He's always kidding.*

**kitch·en** (kich'ən) a room where food is cooked or prepared.

**knew** (nyü or nŭi) See **know**. *She knew the right answer.*

☞ **Knew** and **new** are pronounced the same.

**know** (nō) have the facts of; be skilled in: *He knows arithmetic. An artist must know his art.*

☞ **Know** and **no** are pronounced the same.

**late** (lāt) after the usual or proper time: *We had a late supper. He worked late.*

**laugh** (laf) 1 make the sounds and the movements of the face and body that show amusement or pleasure at humor or nonsense, etc.: *We all laughed at the joke.* 2 the act or sound of laughing: *a hearty laugh.*

**learn** (lērən) 1 gain knowledge or skill: *Some children learn slowly.* 2 memorize: *She will learn the poem for a recitation at the concert.* 3 find out; come to know: *He learned that  $\frac{1}{4} + \frac{1}{4} = \frac{1}{2}$ .*

**leave** (lēv) 1 go away: *We leave tonight.* 2 go away from: *They left the room. He has left his home and friends and gone to sea.* 3 stop living in, belonging to, or working at or for: *to leave the country, to leave the Boy Scouts, to leave one's job.*

**les·son** (les'ən) 1 something to be learned or taught; something that has been learned or taught. 2 a unit of teaching or learning; what is to be studied or taught at one time: *Our math text is divided into 20 lessons.* 3 a meeting of a student or class with a teacher to study a given subject: *She has gone for a piano lesson.*

**lie<sup>1</sup>** (lī) 1 something said that is not true; something that is not true said to deceive: *Saying his friend stole it was a lie.* 2 speak falsely; tell a lie: *He says that he has never lied, but I think he is lying when he says it.*

**lie<sup>2</sup>** (lī) 1 have one's body in a flat position along the ground or other surface: *to lie on the grass, to lie in bed.* 2 rest on a surface: *The book was lying on the table.*

**life** (līf) living or being alive: *People, animals, and plants, all of which grow and reproduce, have life; rocks and minerals do not.*

**liv·ing** (liv'ing) 1 having life; being alive: *a living plant.* 2 being alive: *The old woman was filled with the joy of living.*

**lone·ly** (lōn'lē) 1 feeling oneself alone and longing for company or friends: *He was lonely while his brother was away.* 2 without many people: *a lonely road.* 3 alone: *a lonely tree.*

**luck·y** (luk'ē) 1 having good luck: *He was lucky to win the card game yesterday.* 2 bringing good luck: *a lucky day, a lucky charm.*

hat, āge, fār; let, ēqual, tērm; it, īce  
hot, ōpen, ōrder; oil, out; cup, pūt, rŭle  
ābove, takən, pencəl, lemən, circəs  
ch, child; ng, long; sh, ship  
th, thin; ƦH, then; zh, measure

**ly·ing<sup>1</sup>** (lī'ing) 1 the telling of a lie; the habit of telling lies. 2 false; not truthful: *a lying report.* 3 See **lie<sup>1</sup>**.

**ly·ing<sup>2</sup>** (lī'ing) See **lie<sup>2</sup>**. *I'm lying down.*

**make** (māk) bring into being; put together; build; form; shape: *to make a rag rug, to make a poem, to make a boat, to make a medicine.*

**mare** (mer) a female horse, donkey, etc.

**mar·ry** (mar'ē or mer'ē) 1 join as husband and wife: *The minister married them.* 2 take as husband or wife: *James planned to marry Ida.* 3 become married: *She married late in life.*

**Mars** (mārz) 1 the Roman god of war. 2 the planet next beyond the earth: *Mars is the fourth planet in order from the sun.*

**mas·ter** (mas'tər) a person who rules or commands people or things; an employer; an owner; the one in control; the head of a household, ship, etc.

**mat·ter** (mat'ər) 1 what things are made of; material; substance: *Matter occupies space.* 2 an affair: *business matters, a matter of life and death.*

**May** (mā) the fifth month of the year: *May has 31 days.*

☞ **May** came into English through Old French from the Latin name for this month, *Maius*, meaning the month of the goddess Maia.

**meet** (mēt) 1 come face to face with something or someone coming from the other direction: *Our car met another car on a narrow road.* 2 come together; join: *Two roads met near the church.* 3 keep an appointment with: *Meet me at one o'clock.*

**mice** (mīs) plural of **mouse**.

**mile** (mīl) 1 a measure of distance on land equal to 5280 feet (about 1609 metres), called a statute mile. 2 a measure of about 6080 feet (1852 metres) used in air and sea navigation, called a nautical mile.

**min·ute** (min'it) 1 one of the 60 equal periods of time that make up an hour; 60 seconds. *Symbol:* min 2 a short time; an instant: *I'll be there in a minute.*

**miss<sup>1</sup>** (mis) 1 fail to hit: *He fired twice, but both shots missed.* 2 a failure to hit or reach: *to make more misses than hits.* 3 fail to find, get, or meet: *I set out to meet my father, but in the dark I missed him.*

**miss<sup>2</sup>** (mis) a young unmarried woman or girl.

**mon·ey** (mun'ē) 1 coins and paper notes for use in buying and selling: *He has five dollars in Canadian money.* 2 wealth: *He is a man of money.*

**month** (munth) one of the twelve periods of time into which a year is divided.

**moth·er** (muƦH'ər) 1 a female parent. 2 take care

of: *She mothers her baby sister.* 3 the cause or source  
**moun·tain** (moun'tən) a very high hill: *the Rocky Mountains.*

A house mouse —  
 about 10 cm long  
 without the tail



**mouse** (mous) any of many kinds of small, usually greyish or brownish gnawing animal, especially the common house mouse: *White mice are a variety of house mouse.*

**move** (müv) 1 change the place or position of: *Do not move your hand. I'm going to move that chair nearer the window.* 2 change place or position: *The child moved in his sleep.* 3 the act of moving; movement: *If you make a move, the dog will bark.* **moved**, **mov-ing**;

**mov-ie** (müv'ē) motion picture.

**Mr.** or **Mr** (mis'tər) Mister, a title put in front of a man's name or the name of his official position: *Mr. Jackson, Mr. Speaker.*

**Mrs.** or **Mrs** (mis'iz) a title put in front of a married woman's name: *Mrs. Jackson.*

**mud** (mud) earth so wet that it is soft and sticky: *The earth turned to mud when it rained. Mud covered the bottom of the pond.*

**nail** (nāl) 1 a small, slender piece of metal to be hammered into or through pieces of wood or other material to hold them together. 2 fasten with a nail or nails.

**need** (nēd) 1 be in want of; ought to have; be unable to do without: *I need a new hat. Plants need water.* 2 anything wanted or lacking; that for which a want is felt: *In the desert their need was fresh water.*

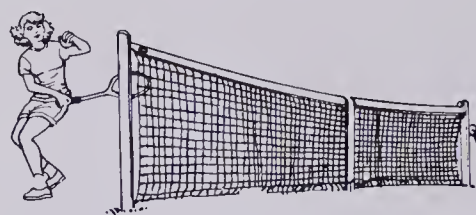


A bird's nest



A wasp nest

**nest** (nest) a structure shaped something like a bowl, built by birds out of twigs, straw, etc. as a place in which to lay their eggs and protect their young.



TENNIS NET



MOSQUITO NET



FISHING NET

**net** (net) 1 an open fabric made of string, cord, thread, or wire, knotted together in such a way as to leave large or small holes regularly arranged: *Veils are made of very fine net.* 2 a piece of netting used for some special purpose: *a fish net, a hair net, a tennis net.*

**news·pa·per** (nyüz'pā'pər or nüz'pā'pər) a publication consisting of folded sheets of paper printed daily or weekly, as a rule, and containing news stories and pictures, advertisements, and other reading matter, such as editorials, weather reports, comics, and recipes.

**no·bod·y** (nō'bud'ē or nō'bod'ē) 1 no one; no person. 2 a person of no importance.

**noise** (noiz) 1 a sound that is not musical or pleasant; loud or harsh sound: *The noise kept me awake.* 2 any sound: *the noise of rain on the roof.*

**noth-ing** (nuth'ing) 1 not anything: *Nothing arrived by mail.* 2 a thing of no value or importance; a person of no importance: *People regard him as a nothing.* 3 zero. 4 not at all: *She is nothing like her sister in looks.*

**num·ber** (num'bər) a word that tells exactly how many: *Two, thirteen, twenty-one, fifty, and one hundred are numbers.*

**o·cean** (ō'shən) 1 the body of salt water that covers almost three fourths of the earth's surface; the sea. 2 any of its five main divisions—the Atlantic, Pacific, Indian, Arctic, and Antarctic oceans.

**o'clock** (ə klok') according to a time shown on the clock: *It is one o'clock.*

■ **O'clock** is a shortening of the older expression of *the clock.*

**off** (of) 1 from the usual or correct position, condition, etc.: *He took off his hat.* 2 away; at a distance; to a distance: *He went off in his car.* 3 from; away from; far from: *He pushed me off my seat. You are off the road.*

**or·ange** (ôr'inj) 1 a round, reddish-yellow, juicy fruit that is good to eat: *Oranges grow in warm climates.* 2 the tree it grows on. 3 the color made by mixing red and yellow. 4 of or having this color: *She wore an orange dress.*



**oth·er** (uʔH'ər) 1 remaining: *Don is here, but the other boys are at school.* 2 additional or further: *I have no other books with me.* 3 not the same as one or more already mentioned: *Come some other day.*

**own** (ɔn) 1 have; possess: *I own many books.* 2 of oneself; belonging to oneself or itself: *This is my own book.* *She makes her own dresses.*

**own·er** (ɔn'ər) one who owns: *The owner of the dog bought him a collar.*

**paint** (pānt) 1 a mixture of a solid coloring matter and liquid that can be put on a surface to dry as a colored coating. 2 the solid coloring matter alone: *a box of paints.*

**pa·per** (pā'pər) a material in the form of thin sheets, made from wood pulp, rags, etc. and used for writing, printing, wrapping packages, and many other purposes: *This book is made of paper.*

**par·ent** (per'ənt) a father or mother. 2 any animal or plant that produces offspring or seed.

**part** (pärt) something less than the whole: *He ate part of an apple.*

**pass** (pas) go by; move past: *The parade passed.* *We passed the big truck.* *Many people pass our house every day.*

**past** (past) 1 gone by; ended: *Summer is past.* *Our troubles are past.* 2 just gone by: *The past year was full of trouble.* *For some time past she has been ill.* 3 time gone by; time before: *Life began far back in the past.*

**paw** (po or pō) 1 the foot of a four-footed animal having claws: *Cats and dogs have paws.* 2 strike or scrape with the paws, hoofs, or feet: *The cat pawed the mouse she had caught.*

**peo·ple** (pē'pəl) 1 men, women, and children; persons: *There were ten people present.* 2 a race or nation: *the Canadian people, the peoples of Asia.*

**pe·ri·od** (pēr'ē əd) 1 a portion of time: *He visited us for a short period.* 2 the dot (.) marking the end of most sentences or showing an abbreviation, as in Mr. or Dec. 3 one of the three twenty-minute divisions of a hockey game.

**per·son** (pēr'sən) a man, woman, or child; a human being: *Any person who wishes may come to the fair.*

**pic·nic** (pik'nik) 1 a pleasure trip with a meal in the open air. 2 go on such a trip: *Our family often picnics at the beach.*

**pic·ture** (pik'chər) 1 a drawing, painting, portrait, or photograph; a printed copy of any of these: *That book contains a good picture of him.* 2 a scene: *The trees and brook make a lovely picture.*

**piece** (pēs) 1 one of the parts into which a thing is divided or broken; a bit: *The cup broke in pieces.* 2 a portion; limited part; small quantity: *a piece of land containing one hectare, a piece of bread.*

**pink** (pink) 1 the color made by mixing red and white; light or pale red. 2 of or having this color.

hat, āge, fār; let, ēqual, tērm; it, ice  
hot, ōpen, ōrder; oil, out; cup, pūt, rüle  
ābove, takən, pencəl, lemən, circəs  
ch, child; ng, long; sh, ship  
th, thin; ʔH, then; zh, measure

**place** (plās) 1 a particular part of space: *This is a good place for a picnic.* 2 a city, town, village, district, island, etc.: *What place do you come from?* 3 a building or spot used for some particular purpose: *A church is a place of worship.*

**plane<sup>1</sup>** (plān) 1 a flat or level surface. 2 an airplane.

**plane<sup>2</sup>** (plān) 1 a carpenter's tool with a blade for smoothing or shaping wood. 2 to smooth wood with a plane.

**plant** (plant) 1 any living thing that is not an animal: *Trees, bushes, vines, grass, vegetables, and seaweed are all plants.* 2 put in the ground to grow: *Farmers plant seeds.*

**play·ground** (plā'ground') a place for outdoor play.

**please** (plēz) 1 give enjoyment to; be agreeable to: *Toys please children.* *Sunshine and flowers please most people.* 2 be agreeable; satisfy: *Such a fine meal cannot fail to please.* 3 wish; think fit: *Do what you please.* 4 Please is a polite way of asking: *Come here, please.*

**po·em** (pō'əm) a piece of writing in which the words are arranged in lines having a regularly repeated accent.

**po·lice** (pə lēs') 1 the department of government whose duty is to guard people's lives and property, to preserve peace and order, and to arrest those who commit crimes. 2 the people who carry out this duty for a community.

**po·lice·man** (pə lēs'mən) a member of the police; a police officer.

**po·ny** (pō'nē) a kind of small horse: *Ponies are usually less than 130 centimetres tall at the shoulder.*

**pop·corn** (pop'kōrn') 1 a kind of corn, the kernels of which burst open and puff out when heated. 2 the white, puffed-out kernels.

**pres·ent<sup>1</sup>** (prez'ənt) being in a proper or expected place; at hand; not absent: *Every member of the class was present.*

**pre·sent<sup>2</sup>** (pri zent' for 1, prez'ənt for 2) 1 give: *They presented flowers to their teacher.* 2 a gift; something given: *a birthday present.*

**prin·cess** (prin'sis or prin'ses) 1 a daughter of a king or queen or of a king's or queen's son. 2 the wife or widow of a prince.

**pull** (pül) 1 move something by grasping it and drawing toward oneself: *pull the trigger of a gun.* *Pull the door open; don't push it.* 2 move, usually with effort or force: *pull a sleigh uphill.*

**pup** (pup) 1 a young dog; a puppy. 2 a young fox, wolf, coyote, etc.

**pur·ple** (pēr'pəl) 1 a dark color made by mixing red and blue. 2 of or having this color.

**push** (pʊʃ) 1 move something away by pressing against it: *Push the door; don't pull it.* 2 press hard: *We pushed with all our strength.*

**race** (rās) 1 a contest of speed, as in running, driving, sailing, etc.: *a horse race, a boat race.* 2 take part in a contest for speed: *Our horse will race tomorrow.*

**read-y** (red'ē) 1 prepared for immediate action or use; prepared: *The soldiers are ready for battle. Dinner is ready.* 2 willing: *The soldiers were ready to die for their country.*

**re-mem-ber** (ri mem'ber) 1 call back to mind: *I can't remember that man's name.* 2 have something return to the mind: *Then I remembered where I was.* 3 keep in mind; take care not to forget: *Remember me when I am gone.*

**rest**<sup>1</sup> (rest) 1 sleep; repose: *The children had a good night's rest.* 2 be still or quiet; sleep: *My mother rests for an hour every afternoon.*

**rest**<sup>2</sup> (rest) what is left; those that are left: *The sun was out in the morning but it rained for the rest of the day. One horse was running ahead of the rest.*

**rich** (rich) 1 having much money, land, goods, etc. 2 abounding; well supplied: *Canada is rich in oil and nickel.*

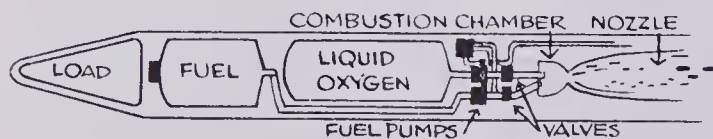
A robin —  
about 25 cm long  
with the tail



**rob-in** (rob'an) 1 a large North American thrush with a reddish breast. 2 a small European bird having a yellowish-red breast.

**rock**<sup>1</sup> (rok) 1 a large mass of stone: *The ship was wrecked on the rocks.* 2 a stone: *He threw a rock in the lake.*

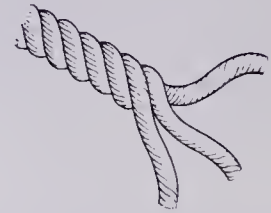
**rock**<sup>2</sup> (rok) move backward and forward, or from side to side; sway: *My chair rocks.*



A large rocket which uses liquid fuel

**rock-et** (rok'it) 1 a projectile consisting of a tube open at one end and filled with some substance that burns rapidly, creating expanding gases that force ahead the tube and whatever is attached to it at great speed: *Some rockets, used for fireworks and signalling, shoot up high in the air and explode into a shower of sparks or stars. Other rockets are used as weapons. Large*

*rockets are used for carrying satellites into outer space.* 2 a spacecraft, missile, etc. propelled by such a projectile.



A rope

**rope** (rōp) 1 a strong, thick line or cord made by twisting smaller cords together. 2 to tie, bind, or fasten with a rope. 3 enclose or mark off with a rope. 4 catch a horse, calf, etc. with a lasso. 5 a number of things twisted or strung together: *a rope of onions, a rope of pearls.* 6 a cord or noose for hanging a person.

**rose** (rōz) 1 a flower that grows on a bush with thorny stems: *Roses are red, pink, white, or yellow, and usually smell very sweet.* 2 the bush itself. 3 pinkish red: *Her dress was rose.*

**rub** (rub) 1 move one thing back and forth against another: *He rubbed her hands to warm them. He rubs his hands with soap.* 2 push and press along the surface of: *The nurse rubbed my lame back.*

**run** (run) 1 move the legs quickly; go faster than walking: *A horse can run faster than a man.* 2 go in a hurry; hasten: *Run for help.* 3 flee: *Run for your life.* 4 the unit of score in baseball or cricket.

**safe** (sāf) 1 free from harm or danger: *Keep money in a safe place.* 2 not harmed: *He returned from war safe and sound.* 3 out of danger; secure: *We feel safe with the dog in the house.*

**sand** (sand) 1 tiny grains of worn-down or disintegrated rock: *the sands of the seashore, the sands of the desert.* 2 scrape, smooth, polish, or clean with sand or sandpaper. 3 spread sand over: *to sand an icy road.*

**save** (sāv) make safe from harm, danger, hurt, loss, etc.; rescue: *The dog saved the boy's life.*

**say** (sā) 1 speak: *Mother has taught me always to say 'Please' and 'Thank you.'* 2 put into words; declare: *Say what you think.* 3 recite; repeat: *Say your prayers. said, say-ing.*

**says** (sez) See **say**. *He says 'No' to everything.*

**scamp** (skamp) 1 a rascal or rogue; a worthless person. 2 a mischievous person, especially a child.

**sci-ence** (sī'əns) 1 knowledge based on observed facts and tested truths arranged in an orderly system: *the laws of science.* 2 a branch of such knowledge. Biology, chemistry, physics, and astronomy are **natural sciences**.

**score** (skōr) 1 the record of points made in a game, contest, or test: *The score was 9 to 2 in favor of our*



**school.** 2 make as points in a game, contest, or test: *He scored two runs in the second inning.*

**sea** (sē) 1 the great body of salt water that covers almost three fourths of the earth's surface; the ocean. 2 any large body of salt water, smaller than an ocean: *the North Sea, the Mediterranean Sea.*

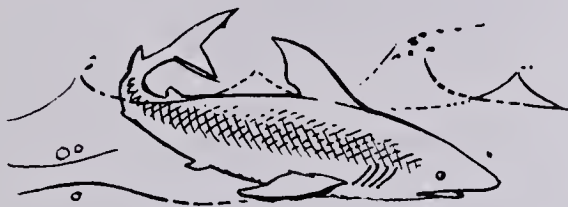
**se-cret** (sē'krit) kept from the knowledge of others: *a secret errand, a secret marriage.*

**sell** (sel) exchange for money or other payment: *He is going to sell his house.*

**send** (send) 1 cause to go from one place to another: *send a child on an errand, send someone for a doctor.* 2 cause to be carried: *We sent the letter by air mail.*

**sent** (sent) See **send**. *They sent the trunks last week.*

A white shark — about 6 m long with the tail



**shark** (shärk) any of a group of fishes, some of which are large and ferocious: *Certain kinds of sharks are sometimes dangerous to man.*



A domestic sheep — usually about 90 cm high at the shoulder

**sheep** (shēp) an animal raised for meat, wool, and skin.

**she's** (shēz) 1 she is. 2 she has.

**shoot** (shüt) 1 hit or kill with a bullet, arrow, etc.: *He shot a rabbit.* 2 send with force or swiftly at or as if at a target: *He shot the puck into the open net.*

**shop** (shop) 1 a place where things are sold; a store, especially a small one. 2 visit stores to look at or to buy things: *We shopped all morning for new coats.*

**sign** (sīn) 1 any mark or thing used to mean, represent, or point out something: *The signs for add, subtract, multiply, and divide are +, -, ×, and ÷.* 2 put one's name on; write one's name: *The man forgot to sign the cheque.* 3 an inscribed board, space, etc. serving for advertisement, information, etc.: *The sign reads, 'Keep off the grass.'*

**sleep** (slēp) 1 rest body and mind; be without ordinary thought or movement: *We sleep at night. Most animals sleep.* 2 a resting of the body and mind occurring naturally and regularly: *Most people need eight hours of sleep a day.*

hat, äge, fär; let, èqual, tèrm; it, ice  
hot, òpen, òrder; oil, out; cup, pùt, rùle  
äbove, takən, pencəl, lemən, circəs  
ch, child; ng, long; sh, ship  
th, thin; ƦH, then; zh, measure

**smart** (smärt) 1 feel sharp pain: *His eyes smarted.* 2 clever; bright: *He is a smart boy.*

**smile** (smil) look pleased or amused; show pleasure, favor, kindness, amusement, etc. by an upward curve of the mouth.

**sold** (söld) See **sell**. *He sold it a week ago.*

**some-bod-y** (sum'bud'ē or sum'bod'ē) a person not known or not named; some person; someone: *Somebody has taken my pen.*

**some-one** (sum'wun') some person; somebody: *Someone has to lock up the house.*

**son** (sun) a male child in relation to either or both of his parents: *A boy is the son of his father and mother.*

**sor-ry** (sor'ē) feeling pity, regret, or sympathy; sad: *I am sorry that you are sick.*

**sound** (sound) what is or can be heard: *the sound of music, the sound of thunder.*

**space** (spās) 1 the unlimited room or expanse extending in all directions and in which all things exist: *Our earth moves through space.* 2 a limited place or area: *This brick fits a space 20.32 cm × 6.35 cm.*

**spe-cial** (spesh'əl) 1 of a particular kind; distinct from others; not general: *This desk has a special lock. Have you any special color in mind for your new coat?* 2 more than ordinary; unusual; exceptional: *Today's topic is of special interest.*

A grey squirrel — about 23 cm long without the tail



**squir-rel** (skwēr'əl or skwir'əl) 1 a small bushy-tailed animal that usually lives in trees. 2 its fur, usually black, grey, dark-brown, or reddish.

**stair** (ster) 1 one of a series of steps for going from one level or floor to another. 2 Also, **stairs**, *pl.* a set of such steps; stairway: *the top of the stairs.*

Stair and stare are pronounced the same.

**star** (stär) 1 any of the heavenly bodies, especially one that is not the moon, a planet, a comet, or a meteor, appearing as bright points seen in the sky at night. 2 a figure having usually five points, sometimes six, like these: ★ \*.

**start** (stärt) 1 begin to move, go, or act: *The train*

*started on time.* 2 begin: *to start reading a book.* 3 set going; put into action: *I started a fire.*

**stay** (stā) remain; continue to be: *Stay still. Stay here till I tell you to move. The cat stayed out all night.*

**steal** (stēl) 1 take something that does not belong to one; take dishonestly: *Robbers stole the money.* 2 take, get, or do secretly: *She stole time from her lessons to read a story.*

**stick** (stik) a long, thin piece of wood: *Put some sticks on the fire.*

**stole** (stōl) See **steal**. *He stole the money years ago.*

**stone** (stōn) a hard mineral matter that is not metal; rock: *Stone is much used in building.*

**storm** (stōrm) a strong wind, usually accompanied by rain, snow, hail, or thunder and lightning: *In deserts there are storms of sand.*

**stran-ger** (strān'jər) a person not known, seen, or heard of before: *She is a stranger to us.*

**stuff** (stuf) 1 what a thing is made of; material: *She bought some white stuff for curtains.* 2 pack full; fill: *She stuffed the pillow with feathers.*

**sud-den** (sud'ən) 1 not expected: *a sudden attack.* 2 quick; rapid: *The cat made a sudden jump at the mouse.* **sud'den-ly.**

**suit** (süt) 1 a set of clothes to be worn together: *A man's suit consists of a coat, trousers, and, sometimes, a vest.* 2 be good for; agree with: *A cold climate suits apples and wheat, but not oranges and tea.*

**sun-ny** (sun'ē) 1 having much sunshine: *a sunny day.* 2 lighted or warmed by the sun: *a sunny room.*

**sur-prise** (sər prīz') 1 a feeling caused by something unexpected: *His face showed surprise at the news.* 2 something unexpected: *Mother always has a surprise for the children on holidays.* 3 catching unprepared; coming upon suddenly: *The fort was captured by surprise.* 4 catch unprepared; come upon suddenly: *Our army surprised the enemy.* **sur-prise-d.**

**swam** (swam) See **swim**. *When the boat sank, we swam to shore.*

**swim** (swim) 1 move along in the water by using arms, legs, fins, etc.: *Fish swim. Most boys like to swim.* 2 swim across: *He swam the river.*

**take** (tāk) lay hold of: *A little child takes its mother's hand in walking.*

**talk** (tok or tōk) 1 use words; speak: *Baby is learning to talk.* 2 use in speaking: *Can you talk French?*

**tall** (tol or tōl) higher than the average; high: *Toronto has many tall buildings.*

**tank** (tangk) 1 a large container for liquid or gas: *Our school had a swimming tank. He always kept plenty of gasoline in the tank of his automobile.* 2 put or store in a tank: *The plane tanked up on gas just before taking off.* 3 a self-moving armored vehicle used in war: *Tanks*

*are mounted on tracks so that they can travel over rough ground, fallen trees, and other obstacles.*

**tea** (tē) a drink made by pouring boiling water over the dried and prepared leaves of a certain shrub: *a cup of tea.*

**teach** (tēch) help to learn; show how to do; make understand: *He is teaching his dog to shake hands.*

**tell** (tel) 1 put in words; say: *Tell us a story. Tell the truth.* 2 tell to; inform: *Tell us about it.*

**thank** (thank) say that one is pleased and grateful for something given or done: *She thanked her teacher for helping her.*

**that's** (THats) that is.

**their** (THer) of them; belonging to them: *They like their fine, new school.*

☞ **Their, there, and they're** are pronounced the same.

**there** (THer) in that place; at that place; at that point: *Sit there. Finish reading the page and stop there.*

☞ **There, their, and they're** are pronounced the same.

**they're** (THer) they are.

**think** (think) have ideas; use the mind: *You must learn to think clearly.*

**third** (thèrd) next after the 2nd; last in a series of three; 3rd: *C is the third letter of the alphabet.*

**threw** (thrü) See **throw**. *He threw a stone and ran away.*

**through** (thrü) from end to end of; from side to side of; between the parts of: *The soldiers marched through the town. He had a job through the summer.*

**throw** (thrō) cast; toss; hurl: *The boy threw the ball. The fire hose threw water on the burning house.*

**tie** (tī) 1 fasten with string or the like; bind: *Please tie up this package.* 2 arrange to form a bow or knot: *Mother tied the strings of her apron behind her back.* 3 fasten; form a bow: *That paper ribbon doesn't tie well.* 4 tighten and fasten the string or strings of: *Tie up your shoes.* 5 a necktie: *He always wears a shirt and tie.*

**till**<sup>1</sup> (til) 1 up to the time of; until: *The child played till eight.* 2 up to the time when; until: *Walk till you come to a white house.*

**till**<sup>2</sup> (til) cultivate; plough, harrow, etc.: *Farmers till the land.*

**till**<sup>3</sup> (til) 1 a small drawer for money: *The till is under the counter.* 2 a cash register.

**tired** (tīrd) weary; wearied; exhausted: *The team was tired, but each boy continued to play as hard as he could.*

**tired of**, no longer interested in; bored with: *I'm tired of hearing about their holidays.*

**told** (tōld) See **tell**. *You told me that last week.*

**to-night** or **to-night** (tə nīt') 1 the night of this day; this night or evening: *I wish tonight would come.* 2 on or during this night or evening: *Do you think it will snow tonight?*



**too** (tü) also; besides: *The dog is hungry, and thirsty too. We, too, are going away.*

☞ **Too** and **two** are pronounced the same.

**trout** (trout) any of certain fresh-water food and game fish of the same family as the salmon: *rainbow trout.*

**true** (tri) agreeing with fact; not false: *It is true that 6 and 4 are 10. The story he told is true.*

**try** (tri) attempt; make an effort: *If at first you don't succeed, try, try again.*

**turn** (tèrn) 1 move round as a wheel does; rotate: *The merry-go-round turned.* 2 move part way around; change from one side to the other: *Turn over on your back.*

**un·cle** (ung'kæl) 1 a brother of one's father or mother. 2 the husband of one's aunt.

**un·til** (un til') up to the time of: *It was cold from Christmas until April.*

**up·stairs** (up'sterz') 1 up the stairs: *The boy ran upstairs.* 2 on or of an upper floor: *She lives upstairs.*

**use** (yüz) put into action or service: *We use our legs in walking.*

**used** (yüzd) not new; that has belonged to someone else: *a used car.*

**vis·it** (viz'it) 1 go to see; come to see: *Would you like to visit Victoria?* 2 make a call on; stay with; make a stay; be a guest of: *I shall visit my aunt next week.*

**wait** (wāt) stay or stop doing something till someone comes or something happens: *Let's wait in the shade.*

**wall** (wol or wōl) 1 the side of a house, room, or other hollow thing. 2 stone, brick, or other material built up to enclose, divide, support, or protect: *Cities used to be surrounded by high walls to keep out enemies.*

**war** (wôr) 1 fighting carried on by armed force between nations or parts of a nation. 2 any struggle; strife; conflict: *Doctors carry on war against disease.*

**warm** (wôrm) more hot than cold; having some heat; giving forth some heat: *a warm fire.*

**watch** (woch) 1 look carefully; observe closely: *The medical students watched while the surgeon performed the operation.* 2 look at; observe; view: *Are you watching the show on television?* 3 a device for telling time, small enough to be carried in a pocket or worn on the wrist.

**wear** (wer) have on the body: *Men wear coats, hats, collars, watches, beards.*

☞ **Wear** and **ware** are pronounced the same. **Wear** and **where** are sometimes pronounced the same.

**weath·er** (weTH'ər) the condition of the air with respect to temperature, moisture, cloudiness, etc.: *hot weather. We have had a lot of windy weather lately.*

hat, âge, fär; let, èqual, tèrm; it, ìce  
hot, òpen, òrder; oil, out; cup, pùt, rùle  
àbove, takən, pencəl, lemən, circəs  
ch, child; ng, long; sh, ship  
th. thin; TH, then; zh, measure

**week** (wèk) 1 seven days, one after another. 2 the time from Sunday through Saturday: *This is the last week of holidays.* 3 the working days of a seven-day period: *A school week is usually five days.*

☞ **Week** and **weak** are pronounced the same.

**we'll** (wēl) we will; we shall.

☞ **We'll** and **wheel** are sometimes pronounced the same.

**we're** (wēr) we are.

**west** (west) the direction of the sunset.

**wet** (wet) covered or soaked with water or other liquid: *wet hands, a wet sponge.*

**whale** (wāl or hwāl) an animal shaped like a huge fish and living in the sea: *Men hunt whales for oil and whalebone.*

**where** (wer or wher) in what place; at what place: *Where do you live? Where is he?*

**which** (wich or hwich) a word used: in asking questions about one or more persons or things from a group: *Which boy won the prize.*

**wide** (wīd) filling much space from side to side; broad; not narrow: *a wide street.*

**win** (win) be successful over others; get victory or success: *The tortoise won in the end.*

**wish** (wish) 1 have a need or longing for; desire; want: *Do you wish to go home?* 2 have a desire; express a hope: *He wished for a new house.*

**won** (wun) See **win**. *Which side won yesterday? We have won four games.*

☞ **Won** and **one** are pronounced the same.

**won·der** (wun'dər) 1 a strange and surprising thing or event: *The pyramids are one of the wonders of the world. It is a wonder that he refused such a good offer.* 2 be surprised or astonished: *I wonder that you came.*

**won't** (wōnt) will not.

**wore** (wôr) See **wear**. *He wore out his shoes in two months.*

☞ **Wore** and **war** are pronounced the same.

**would·n't** (wūd'ənt) would not.

**write** (rīt) make letters or words with pen, pencil, chalk, etc.: *You can read and write.*

**wrong** (rong) not right; bad: *Stealing is wrong.*

**yard** (yārd) a piece of ground near or around a house, barn, school, etc.: *He is in the back yard.*

**you're** (yür; *unstressed*, yər) you are.







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